DOCUMENT RESUME

ED 317 260 JC 900 235

AUTHOR	Redovich, Dennis W.; Rodriguez, Manuel S.
TITLE	The Systematic Assessment of Leavers, Phase I. Final Report, 90-1045.
INSTITUTION	Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.
SPONS AGENCY	Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE	Mar 90
NOTE	115p.
PUB TYPE	Reports - Research/Technical (143) -- Statistical Data (110) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Academic Persistence; Community Colleges; Dropouts; Ethnic Groups; Grade Point Average; Minority Groups; Predictive Validity; Questionnaires; Scores; Stopouts; *Student Attrition; *Student Characteristics; Technical Institutes; Test Results; Two Year Colleges

ABSTRACT

In July 1988, Milwaukee Area Technical College (MATC) initiated the Systematic Assessment of Leavers (SAL), a 2-year, 2-phase research activity to develop and implement a monitoring process to identify the personal, demographic, institutional, and environmental factors associated with leaving the college. The target populations of the study were 6,392 students who were admitted to MATC in 1988-89 and 884 students who graduated from MATC, transferred to other institutions, did not return to MATC, or withdrew voluntarily from MATC during 1988-89. Study findings included the following: (1) there were no major educational or demographic differences between the entering students or the leaving students; (2) the reasons given by students for withdrawing in the middle of the semester were largely personal, such as personal or family illness, and changes in education plans; (3) the most important reason for leaving cited by nonreturning students was financial, though personal problems were also important to this group; (4) although students who left the college indicated that they were satisfied with student services, a majority did not use these services; and (5) there were large differences in the proportion of withdrawing and nonreturning students by ethnic group, with fewer minorities persisting than whites. Appendixes provide the MATC student progress flowchart, a synthetic causal model of student attrition, SAL database categories, student surveys, and an ASSET educational planning form. (JMC)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

D. Redovich

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EXECUTIVE SUMMARY

To assist in the development and implementation of student retention improvement efforts, the Department of Research, Planning, & Development identified in 1987 student attrition as a research priority area for the next five years and thus initiated the Research on the Improvement of Student Retention (RISR) project. The RISR project is a three-stage, longitudinal research commitment at MATC that focuses on the systematic study of retention/attrition issues related to both those students who persist in their educational endeavor or **persisters** and those students who leave the college for any reason whatsoever or **leavers**.

Started in July, 1988, RISR Stage One consists of the Systematic Assessment of Leavers (SAL) research study. The SAL study is a two-year, two-phase, research activity to develop and implement a monitoring process, which, when fully implemented, will facilitate the continued identification, analysis, and reporting on both the nature of and the relationships among personal, demographic, institutional, and environmental factors associated with MATC student leavers.

The SAL process is based on a proposed MATC student flow model. In this model, depending on one's educational goal, a student is admitted either to a credit course program or to a non-credit course program. Afterwards, the student either goes on pursuing such a goal or leaves. Leavers are further divided into graduates, attainers, transfers, stop-outs, withdrawals, and nonreturnees.

In general, the population of the SAL study consists of (a) students who took the ASSET placement test during the academic years 1988/89 and 1989/90 and (b) MATC student leavers from two yearly cohorts: Cohort 89 and Cohort 90.

More particularly, the target population of phase I of the SAL study was composed of (a) 6392 admitted applicants of the academic year 1988/89 who took the ASSET placement test and (b) 884 students in cohort 1989 who graduated from MATC, transferred to other institutions, did not return to MATC, or withdrew voluntarily from MATC during the academic year 1988/89. Other 1988/89 admitted applicants than those who took the ASSET test were not included in this population of phase I because of lack of pertinent data.

The ASSET Educational Planning Form, version 1986, by the American College Testing was used to gather background and educational planning information from preleavers and enrolled students who took the accompanying ASSET placement test during orientation sessions.

Respective versions of an Institutional Assessment survey, corresponding to graduating, transferring, withdrawing, and nonreturning students, were developed to assess leavers' employment information, future educational plans, reasons for leaving, relevance of MATC training and perceptions about institutional services and processes. These instruments were thoroughly pilot tested and revised for cultural, racial, and sex biases and for readability at the 6th grade level during the academic year 1988/89.

From June to September, 1989, the Institutional Assessment instruments were administered to graduating, transferring, nonreturning, and withdrawing students, respectively, by means of two mailings that followed each other with 3-4 weeks intervals. Due to the low return rates obtained with this survey, care should be taken when applying any conclusion or interpretation of results beyond the surveyed leavers who responded to the survey.

The following specific research questions were addressed in the SAL study, Phase I. Some relevant findings are presented below, following the respective question.

1. **Were there any differences among demographic and academic performance characteristics of preleavers (individuals who took the ASSET test but did not enroll at MATC) and enrollees who took the ASSET test in 1988/89?**

   Comparison of 21 educational and demographic characteristics of 1988/89 ASSET tested preleavers and enrollees showed no major differences between these two groups. Contrary to the common assumption that ASSET scores should have predictive validity, ASSET Reading, Language, or Numeric scores are not predictive for any minority group or whites. ASSET tests are used as a diagnostic tool to admit students to programs and not necessarily to assess later performance.

   The largest difference found between them occurred in those from both groups who were high school students at the time they took the ASSET: 19.6% preleavers as compared to 7.9% enrollees.

2. **What were the reasons for discontinuing studies at MATC, as perceived by nonreturning and withdrawing students of the cohort 1989?**

   The reasons given by students for withdrawing in the middle of the semester were largely personal, such as personal or family illness, education plan change, other personal. Some 13.6% withdrawee respondents indicated grade problems.

   The most important reason for leaving cited by nonreturning respondents was financial problems. Personal problems were also important to nonreturning students.

3. **What were the overall perceptions of cohort 1989 leavers regarding institutional and student services?**

   The overall perception of leaver respondents regarding institutional and student services was satisfied. However, a majority of leavers did not utilize student services. This is particularly true of nonreturnees.

4. **Were there any patterns of differences or similarities among responses of leaver groups of cohort 1989, regarding educational plans, work patterns, and usage of institutional services?**

   Responses among leaver respondent groups were more similar than different. However, nonreturnees tended to be more different in responses from withdrawing, transferring, and graduating students. Most responses were positive.

4

5. **What were the characteristics of persisters as compared to leavers of cohort 89?**

   The most significant finding in Phase I regarding this question was that there were large differences in the proportion of withdrawing and nonreturning students by ethnic group: Fewer minorities persisted than nonminorities. This result is consistent with other MATC retention studies. The question of differences in characteristics of persisters and leavers will be emphasized in Phase II of the study.

6. **What was the relationship between student characteristics and ASSET scores?**

   Large differences in reading, language, and numeric ASSET scores by ethnic group were found.

7. **What was the relationship between ASSET scores and grade point averages?**

   a. White students had increasing GPAs with increasing reading, language, or numeric ASSET scores.

   b. Asians and Hispanics had mean GPAs above 2.0 regardless of reading or language ASSET scores.

   c. Asians and Whites had mean GPAs above 2.0 regardless of ASSET numeric score.

   d. Blacks had mean GPAs below 2.0 regardless of reading, language, and numeric ASSET scores.

   e. When grouped by last high school attended, MATC students had increasing Mean GPAs with increased ASSET numeric, reading, and language mean scores. Students in the lowest grouping had mean GPAs below 2.0 for all three ASSET tests. Students with ASSET scores above the following scores had mean GPAs above 2.0: Numeric 12 or above, Reading 15 or above, Language 40 or above.

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

A. The College 1
B. The Attrition Problem 1
C. The Research on the Improvement of Student Retention Project 2
D. Definitions 3
E. Review of the Literature 4

CHAPTER II METHODOLOGY

A. Purpose 7
B. The Systematic Assessment of Leavers Model 7
C. Population 8
D. Instrumentation and Data Collection 8
E. Data Analysis 10

CHAPTER III RESULTS

A. General Descriptive Analysis of 1988/89 Preleaver and Enrollee Groups 12
B. Comparison of Characteristics of Withdrawing, Nonreturning, Transferring, and Graduating Leavers 32

Tables: Cohort 89 - Institutional Assessment by Leavers 34

C. Reasons for Leaving 54
D. MATC Average Credit Completion and Grade Point Averages of Cohort 89 Students 56

CHAPTER VI SUMMARY AND RECOMMENDATIONS

A. Characteristics of Preleavers and Enrollees 61
B. Comparison of Characteristics of Withdrawing, Nonreturning, Transferring, and Graduating Leavers 63
C. Reasons for Leaving 65
D. MATC Average Credit Completion and Grade Point Averages of Cohort 89 Students 66
E. Recommendations 85

REFERENCES 87

APPENDIX A - MATC Student's Progress Flow Chart 89

APPENDIX B - A Synthetic Causal Model of Student Attrition 90

APPENDIX C - SAL Database Element Categories 91

APPENDIX D - Students Surveys 94

APPENDIX E - ASSET Educational Planning Form 100

CHAPTER I

INTRODUCTION

A. THE COLLEGE

Located in the city of Milwaukee, Wisconsin, the Milwaukee Area Technical College (MATC) is an urban, two-year technical college whose four campuses serve primarily a metropolitan area of approximately 1 million people. During the academic year 1987/88, MATC had a total of 59,250 registered students (unduplicated headcounts) attending credit and noncredit courses.

Out of this total, 10,626 (17.9%) students were enrolled in over 120 Certificate, Diploma, and Associate Degree programs offered regularly by the college. 5,560 (52.3%) of these program students were females. The remaining 82.1% of the student total attended avocational, continuing education, and other noncredit courses offered by the college instructional divisions and extensions (Department of Research, Planning, & Development, 1989).

B. THE ATTRITION PROBLEM

As long as it is related to graduation or short-term educational goal accomplishment, student attrition is regarded as desirable at any college. But, when students leave the college for reasons other than graduation or goal attainment, student attrition usually becomes a problem with negatively economic, social, and educational implications for both the institution and the students.

Over the years, as in many other publicly supported colleges across the country, MATC students have been increasingly facing limited access to educational programs, because of the college financial burden associated with lost revenues from declining enrollment and drying up of federal, state, and local government funds. Furthermore, by departing prematurely (for whatever personal, social, or economic reason) from their college program of study, MATC students have been losing educational opportunities, thus becoming parts of the attrition statistics.

To compound the problem, on the one hand, while resources allocated to education have dwindled further, the educational needs of the community have multiplied. Nowadays, for instance, the mission of a two-year urban technical college includes not only the traditional aspects of college transfer education and occupational and vocational education, but also adult basic literacy, developmental education, continuing education, and recreational education. On the other hand, different constituencies--legislature, institutional accreditation bodies, employers, community leaders, special interest groups, and parents--have been increasingly demanding more accountability about how well those limited resources are spent to carry out this multifaceted mission.

Under these circumstances, educational resources are frequently allocated according to some ranking pattern of needs which imposes undesirable constraints upon the amount and variety of educational services that can be offered by the college. Again, MATC students are increasingly becoming parts of the attrition statistics, because they may find it very difficult to match satisfactorily their educational or career aspirations with the available educational opportunities.

Unfortunately, this attrition problem is more prevalent in those individuals with the most educational needs such as economically disadvantage minority students or academically disadvantage students in pre-occupational or developmental programs. For example, Basic Skills and College Parallel programs at MATC had an average attrition rate of 63% over a two-year period, 1986/88, (Department of Research, Planning & Development, 1988a). Overall, during the same two-year period, minority students showed an average course completion rate of 52%, as opposed to an average course completion rate of 80% exhibited by non-minority students (Department of Research, Planning & Development, 1988b).

In order to be responsive to growing concerns about student attrition from the community, the college, and the students, MATC is committed to investigate the extent of its attrition problem by means of gathering information about those students who leave the college. Proper attention to these concerns at MATC should be based upon knowledge about the nature of and the relationships among the personal, demographic, institutional, and environmental factors associated with MATC leavers.

C. THE RESEARCH ON THE IMPROVEMENT OF STUDENT RETENTION PROJECT

To assist in the development and implementation of student retention improvement efforts, the Department of Research, Planning, & Development identified, in 1987, student attrition as a research priority area for the next five years and thus initiated the Research on the Improvement of Student Retention (RISR) project. The RISR project is a three-stage, longitudinal research commitment at MATC that focuses on the systematic study of retention/attrition issues related to both those students who persist in their educational endeavor or **persisters** and those students who leave the college for any reason whatsoever or **leavers**.

Started in July, 1988, RISR Stage One consists of the Systematic Assessment of Leavers (SAL) research study. The SAL study is a two-year, two-phase, research activity to develop and implement a monitoring process that, when fully implemented, will facilitate the continued identification, analysis, and reporting on both the nature of and the relationships among personal, demographic, institutional, and environmental factors associated with MATC student leavers. The purpose of this report is to describe Phase I of the SAL study, the first year of activities and findings of the RISR project.

Next, Stage Two of the RISR project is a one-year research activity during which the SAL process and database will be expanded into a multicohort, follow-up and tracking system that will include information about both program student leavers and persisters.

Finally, in RISR Stage Three, during a two-year period and based on the information gathered in the database of this follow-up and tracking system, several short-term and long-term studies regarding student outcomes, institutional effectiveness, and theoretical model testing will be planned and implemented.

D. DEFINITIONS

The National Center for Higher Education Management Systems (NCHEMS) has proposed an Outcome Structure framework within which retention is regarded as any of four kinds of student outcomes, among several other student outcomes: (a) graduation on time; (b) graduation sometime; (c) term, year, or course completion; or (d) personal goal attainment (Lenning, Beal, & Sauer, 1980). This notion of retention, as a type of student outcome, is comprehensive and consistent across all levels of postsecondary education. Based on this notion of retention, the following attrition-related concepts were adapted and expanded from the set of common categories developed by Terenzini (1987).

Persister - A person who is continuously enrolled in an approved program of study--certificate, diploma, associate degree, or developmental--until ontime/sometime completion of requirements for graduation.

Leaver - A program student who, for whatever reason leaves and does not return under the period of study.

Stopout - A program student who leaves the college for at least one period of study and enrolls later to resume the same program or another program of study.

Nonreturnee - A program student who completes a given term without completing his program and who does not return the following term, as expected, to the college. A nonreturnee may become a stopout if this student returns anytime after one term to complete the same program.

Withdrawal - A program student whose enrollment termination is individually/institutionally requested before the end of the term under study. Individual withdrawals can be formal or informal.

When formally withdrawing, the student applies voluntarily for enrollment termination in some or all of the registered courses. An individually informal withdrawal means that the student simply walks-off from the college without any warning. An informal withdrawal is converted to formal withdrawal by administrative action by the end of the semester.

Institutionally initiated withdrawals--suspensions and dismissals--are administrative actions taken unilaterally by the college to cancel/prevent temporarily or permanently the partial or complete student's course registration.

Transfer - A program student who, after completing the period under study, leaves the college to continue his or her educational goal in another college. The transferring student may or may not have completed the program of study at MATC before leaving.

Attainer - A program student who leaves after completing a noncredit program that may be any combination of courses. An attendance or participation certificate may or may not be awarded upon completion of these kinds of non-credit programs. Students in continuing education, avocational courses, and short term seminars fall in this category.

Preleaver - A firstly admitted program student who does not complete course registration, as expected, during the term under study.

E. REVIEW OF THE LITERATURE

A search of the literature on retention/attrition at the postsecondary level through the Educational Resources Information Clearinghouse (ERIC) system and other publications revealed that:

1. Over the years, studying attrition at the two year-college level has not been necessarily the norm. Since 1957, starting with Iffert's seminal work on national student dropout rates, the majority of college attrition studies has been conducted at four-year colleges and universities (Keim, 1982). Thousands of empirical studies have led into the development of several theoretical causal models of attrition--person-role fit model (Rootman, 1972); sociological dropout process (Spady, 1971); commitment-to-persisting model (Tinto, 1975); and student-faculty transactional model (Pascarella; 1980)--which have provided insight into the factors and circumstances associated with the retention/attrition process in four-year colleges and universities.

   However, many scholars and practitioners have argued that, for several reasons, it is inappropriate to extrapolate or generalize results obtained at a four-year college setting to that of a two-year college.

   To begin with, four-year colleges differ at least in institutional missions, student body compositions, and academic programs from those of two-year colleges (Voorhees, 1986; Phillips, 1982; Walleri, 1981).

   Next, due to the complex relationships of the numerous variables involved in the attrition/retention process, neither could a single theoretical model of attrition be used in every situation nor would a simple explanation be possible in most cases (Lenning, Beal and Sauer, 1980).

   Lastly, Wallery (1981) has contended that some theoretical constructs like the student-institution fit notion, developed to explain interactions at four-year college settings, might not be easily adaptable to the two-year college situation. According to him, more and diverse educational needs were served in a two-year college than in a four-year college. He also concluded that several practical considerations like location, cost, smaller size class, and more personal attention, were easier to find in a small college than in a major university setting.

2. Since the late 1960s, given the effects of high attrition rates and declining enrollment upon the financial stability of two-year colleges, attrition studies have been steadily increasing in number. As a result, a consistent account of students' characteristics, of institutional and environmental factors, of interactional attributes, of common notions and definitions, and of credible research practices has been accumulated.

   According to Keim (1982), most attrition studies at the two-year college level had been empirical in nature. Furthermore, he proposed that most of these studies had focused in one of two lines of inquiry: (a) the study was oriented toward determining those factors that might be related to the student's success/failure in completing an education goal; or (b) the study tried to assess the student's reasons for dropping courses or leaving the college. More recently, Sheldon (1983) suggested that studies with emphasis on retention rates might constitute a third type of attrition study.

3. Generally, factors related to attrition might be divided into student characteristics, institutional factors, and student-institution interactions.

   Regarding student characteristics, numerous researchers indicated that the best predictor of student's college performance had been the student's past academic record and academic ability (Keim, 1982; Lenning, Beal, & Sauer, 1980). Similarly, more often than not, findings revealed that some of the most important reasons for leaving cited by nonreturning students--employment opportunities, transportation problems, moving, family problems or financial difficulties--were associated with environmental or personal factors which were not under direct institutional control (Sheldon, 1983; Friedlander, 1981; Lenning, Beal, & Sauer, 1980).

   As far as institutional factors are concerned, Wallery (1981) reported that most attrition research consistently had indicated that student involvement was a key player in retention rate improvements. However, he contended that other institutional characteristics such as image, mission, religious affiliation, cost, and housing, which had been identified in the literature as relevant to attrition, were of secondary importance at two-year colleges. He argued that *[s]tudents attend[ed] a community college because of low cost, convenient location or for particular programs*... (p. 18). Among institutional services, counseling had been reported as having positive effects on retention, even though most students' use of counseling had been relatively low (Lenning, Beal, & Sauer, 1980).

   Since the late 1970s, student-institution interactions seemed to be the convergent theme in contemporary attrition research. It has been the consensus of many attrition scholars that the experiential transactions between the individual and the educational institution constituted the main factor that determined student outcomes. In other words, the lack of congruence or *fit* between the student and the college was the most important factor to understand why some students persisted while others left (Wallery, 1981; Lenning, Beal, & Sauer, 1980; Nebraska Coordinating Commission for Postsecondary Education, 1978).

4. To address the complexity of the attrition research problem at the two-year college level, many scholars have been advocating the use of multivariate analysis techniques and of longitudinal studies as well as the generation of theoretical frameworks appropriate to the study of processes and outcomes of two-year colleges (Adelman, Ewell & Grable, 1989; Doan, 1986; Terenzini, 1982; Bean, 1982; Bean, 1979, Nevada Coordinating Commission for Postsecondary Education, 1978). And yet, fewer theoretical models have been designed and successfully tested during the 1980s for explaining the attrition process at the two-year college level (Vorhees, 1986; Phillips, 1982).

Of particular interest to this study is the Synthetic Causal Model of Attrition developed by John Bean (1979). Bean's causal model of attrition (see Appendix B) depicts the causal linkages among four types of variables--background variables, objective interactions with the organizations, environmental factors, and student outcomes and attitudes--and the student's intent that precedes the decision to leave.

In this attrition model, background variables are defined as prior-to-initial-enrollment facts about demographic, educational, and personal aspects of the student. Objectives interactions with the organization consist of those interaction elements that conform the student's objective experience of the varied institutional aspects (admission requirements, academic performance, peer group and faculty interactions) and services (registration, counseling, career planning, cultural programs, athletics, and student organizations). Environmental variables are external factors that act concurrently, without institutional control, upon the student's intention to stay or leave like unemployment, college transfer opportunities, and military draft. Attitudinal and outcome variables are basically students' judgmental assessments of their educational experiences at the institution: perceptions of instructional quality; certainty of career choices and educational goals; and loyalty and commitment to the institution (Bean, 1982).

In summary, given the implications for institutional decision-making, accountability, and planning, the multiplicity of factors and complexity of relationships involved in the attrition process, and the longitudinal nature of the attrition/retention process and outcomes, the study of the institutional and individual effects of student attrition at MATC, requires not only the development and implementation of a formal process for gathering data but also the use of multivariate quantitative techniques for descriptive and explanatory purposes.

CHAPTER II

METHODOLOGY

A. PURPOSE

The Systematic Assessment of Leavers (SAL) is a two-year, two-phase developmental research study that constitutes the first stage of the RISR longitudinal project. The SAL study is primarily purported to investigate and report about:

- The distinctive demographic, personal, and environmental factors as well as the institutional perceptions that characterize MATC leavers.
- The reasons for leaving MATC of non-graduating students from College Parallel, Crossover, Certificate, Diploma, and Associate Degree programs.
- The relationships between characteristic profiles of non-graduating leavers and their reasons for leaving MATC.

The first phase of the SAL study, process development and pilot testing, was carried out at the four MATC campuses from July, 1988 to June, 1989. Because of the developmental nature of the process, this first phase of the study will focus on the first two research questions. This report summarizes below the findings and conclusions of Phase I of the SAL study.

Phase II, the second-year or continuation phase of the SAL study, will be implemented from July, 1989, to June, 1990. Along this second phase, the SAL process, that was developed and pilot-tested in Phase I, will be fine-tuned at MATC for implementation purposes. At the same time, the SAL model will be field-tested at five other districts of the Wisconsin Vocational, Technical and Adult Education System. The field-testing activities will help to assess the SAL model's potential for adoption at other similar two-year colleges in Wisconsin.

B. THE SYSTEMATIC ASSESSMENT OF LEAVERS MODEL

According to Ewell (1985), in order to facilitate student tracking and follow-up, students should be classified as elements of a cohort-survival model that describes the student progress flow within a postsecondary institution. Consequently, an MATC Student Academic Progress Flow model of the student's persisting or leaving outcomes across time has been proposed (see flow chart in Appendix A).

In this model, depending on one's educational goal, a student is admitted either to a credit course program or to a non-credit course program. Afterwards, the student either goes on pursuing such a goal or leaves. Leavers are further divided into **Graduates**, **Attainers**, **Transfers**, **Stop-outs**, **Withdrawals**, and **Nonreturnees**.

Dismissed and suspended students do not appear explicitly in the model because they can be subsumed, in most cases, within the withdrawals category. Also, preleavers do not appear in the model for the sake of simplicity. This chart depicts one yearly cycle of the student's outcomes after initial admission. The arrows indicate the possibility that some leavers--stop-outs--will return eventually to attempt the fulfillment of their educational goals.

During Phase I, Bean's (1982) Synthetic Causal Model of Attrition was used as a theoretical framework to identify relevant variables from which several survey instruments were developed, pilot tested and used to gather data concerning MATC leavers' educational experiences, perceptions about MATC support services, and future educational plans.

Once fully implemented, during the third stage of the RISR longitudinal project, the SAL process and database will be used to conduct research studies that would ascertain the level of fitness of the Bean's attrition model to the two-year college situation in Wisconsin.

C. POPULATION

For the purpose of the SAL study, new and transfer students firstly admitted to a credit course program--Crossover, College Parallel, Diploma, or Associate Degree--at MATC during the academic years of 1988/1989 and 1989/1990 will be respectively placed in cohort 89 and cohort 90. Thereafter, every new student will be assigned to a cohort as they are admitted into programs. Every cohort will be systematically followed-up for six consecutive academic years after which the cohort information will be retired from the active file and stored permanently for further analysis purposes.

In general, the population of the SAL study consists of (a) students who took the ASSET placement test during the academic years 1988/89 and 1989/90 and (b) MATC student leavers from two yearly cohorts: cohort 89 and cohort 90.

More particularly, the target population of Phase I of the SAL study was composed of (a) 6,392 admitted applicants of the academic year 1988/89 who took the ASSET placement test and (b) 884 students in cohort 1989 who graduated from MATC, transferred to other institutions, did not return to MATC, or withdrew voluntarily from MATC during the academic year 1988/89. Other 1988/89 MATC admitted applicants different from those who took the ASSET test were not included in this population of Phase I because of lack of pertinent data.

D. INSTRUMENTATION AND DATA COLLECTION

Based on Bean's synthetic causal model of attrition, some 250 relevant data elements were identified and selected (see Appendix C). An advisory committee of ten members assisted in this variable identification and selection. Members of the advisory committee represented the following MATC areas: admissions, counseling, placement, testing, data processing, instructional deans, general education faculty, Systems for Success, occupational areas faculty, and Research, Planning & Development.

Survey instruments were then developed and pilot-tested with these data elements. In addition, it was decided that other follow-up survey instruments--Leavers Follow-ups--would be constructed and tested at later times as needed. Also, a commercially available instrument already in use at MATC was chosen to gather educational planning data. These instruments are listed in the following table and briefly described below.

INSTRUMENT	INFORMATION TYPE
▪ General Background	Demographic & academic.
▪ ASSET Educational Planning	Demographic & educational plans
▪ Institutional Assessment • Withdrawing student • Former student • Graduating student • Transferring student	Reasons for leaving and opinions on programs, services & other institutional aspects.
▪ Leaver Follow-up	Demographic, economic, educational plans

The General Background instrument is, in fact, a well-defined list of data elements containing student's demographic, personal, educational, and academic information that has been primarily obtained by several means during the enrollment process--admission, orientation, and registration--and stored in the Student Management Information System (SMIS) or MATC mainframe computer student database. This information can be downloaded from SMIS in the mainframe system to personal computers for data analysis and reporting purposes.

The ASSET Educational Planning form, version 1986, by the American College Testing (see Appendix D) was used to gather background and educational planning information from preleavers and enrolled students who took the accompanying ASSET placement test during orientation sessions.

Separate versions of the Institutional Assessment survey, corresponding to graduating, transferring, withdrawing, and nonreturning students, respectively, were developed to assess leavers' employment information, future educational plans, reasons for leaving, relevance of MATC training and perceptions about institutional services and processes (see Appendix E). These instruments were thoroughly pilot tested and revised for cultural, racial, and sex biases and for readability level at the 6th grade level during the academic year 1988/89.

From June to September, 1989, the Institutional Assessment survey instruments were administered to graduating, transferring, nonreturning, and withdrawing students, respectively, by means of one initial mailing and one follow-up mailing. The two mailings followed each other with 3-4 weeks intervals.

Survey forms were mailed first class, along with a cover letter signed by the executive dean of the college and a business reply envelope to all leavers of the cohort 1989. A confidential identification code was printed in the survey form of every leaver surveyed, in order to keep track of leaver respondents. This confidential code served as key variable to merge the survey data with the background and academic information available in the mainframe database student information system.

Survey forms with address corrections were mailed back as they were received. Some four weeks later, a second mailing of the survey forms with a different cover letter was mailed to those nonrespondent leavers who were not marked as undeliverable by the post office. Because of time and resource constraints, survey data collection was limited to these two mailings.

Completed survey data were coded and entered manually into the institutional database. Proportions of usable responses after the second mailing were respectively 51.1% for graduates; 10.8% for nonreturnees; 36.0% for withdrawals; and 47.2% for transfers.

The Institutional Assessment survey data corresponding to stop-out students will be collected by means of the former (nonreturning) student instrument after the first year of implementation. Leaver Follow-up instruments will be later developed and administered to alumni three times, at two-year intervals, during the six years of the cohort's active life.

E. DATA ANALYSIS

Low return rates, like those obtained above, pose various problems for data analysis. First, because of concerns about low internal validity and external validity, violation of the randomness assumption may be a possible problem that precludes the use of inferential statistics in the analysis of these data.

Second, because of the effect of nonrespondent bias, more often than not, low return rates of former student mail surveys tend to be significantly biased "...in ways that are directly related to the purpose of the research." (Fowler, 1984, p. 49).

Third, the issue of sample representativeness in these cases cannot be resolved by examining the distributions of respondents and nonrespondents along some available demographic variable, like sex, ethnicity, or economic status; because it has not been proven that response bias depends on any known demographic characteristics (Schiltz, 1987).

Thus, a simple descriptive analysis of frequencies is the least controversial alternative indicated for data analysis in this case, in order to gain some insight into these survey results. Under these circumstances, care should be taken when applying any conclusion or interpretation of results beyond the surveyed leavers who responded to the survey.

General background information as well as ASSET placement test scores and educational planning form data were also downloaded from the mainframe computer database to a personal computer to perform some descriptive statistical frequencies and crosstabulation analysis that may help to ascertain leavers' characteristics and relationships.

For the purpose of this report and to guide the discussion and interpretation of results of the Systematic Assessment of Leavers, Phase I, the following specific research questions were derived from the three aforementioned general research questions:

1. Were there any differences among demographic and academic performance characteristics of preleavers and enrollees who took the ASSET placement test in 1988/89?
2. What were the reasons for discontinuing studies at MATC, as perceived by nonreturning and withdrawing students of the cohort 1989?
3. What were the overall perceptions of cohort 1989 leavers regarding institutional and student services?
4. Were there any patterns of differences or similarities among responses of leaver groups of cohort 1989, regarding educational plans, work patterns, and usage of institutional services?
5. What were the characteristics of persisters as compared to leavers of cohort 89?
6. What was the relationship between student characteristics and ASSET scores?
7. What was the relationship between ASSET scores and grade point averages?

The relationships among student characteristics, ASSET scores, and retention will be investigated in Phase II of the SAL study, as more information about leavers will become available.

CHAPTER III

RESULTS

A. GENERAL DESCRIPTIVE ANALYSIS OF 1988/89 PRELEAVER AND ENROLLEE GROUPS

1988/89 Preleaver Group or simply **preleavers** is constituted by MATC admitted applicants who took the ASSET test but did not enroll at MATC during the academic year 1988/89.

1988/89 Enrollee Group or simply **enrollees** is composed by MATC students who took the ASSET test and by ASSET test participant who were first-time enrolled at MATC during the term of their respective admission in 1988/89. Students with approved credit program codes were assigned to cohort 89. Students without program codes, who were typically enrolled in some individual associate degree or diploma courses, basic skills courses, and/or other developmental courses without assigned program, would be assigned to a yearly cohort as they would be admitted into a credit program.

The following characteristics have been analyzed to determine differences between preleavers and enrollees.

- Gender
- Age
- English as a Second Language
- Amount of Education Planned
- Educational Plans at MATC
- Full-Time/Part-Time Job
- Grades Expected First Semester
- Enrollment Time, Day and/or Evening
- Reason for Attending MATC
- First Term Credit Load Planned
- Career Choice Certainty
- Program Choice Certainty
- Employment While Enrolled
- Program Title
- Indication of Need for Help with:
    - Financial Aid
    - Learning English
    - Reading Skills
    - Writing Skills
    - Math Skills
    - Study Skills
    - Learning Disability

Overall, few meaningful differences were found between 1988/89 ASSET tested preleavers and students. The following ten tables show selected item responses from the ASSET Educational Planning form and ASSET numeric, reading, and language scores of both preleavers and enrollees for comparison purposes.

AGE AND ASSET TEST SCORES

		ASSET Scores		
Mean Group Numeric	Age	Mean Language	Mean Reading	Mean
Preleavers n = 2,648	23.8	41.15	21.87	16.48
Enrollees n = 3,454	25.0	42.05	22.82	17.24

Preleavers were somewhat younger. About 41% of preleavers were under 20 years of age whereas about 32% of enrolled students were under 20 years old. There were only small differences between ASSET scores of preleavers and of enrolled students. However, mean scores of enrollees are slightly higher than preleavers.

GENDER AND ETHNIC ORIGIN

Group %	Female	Black %	Amer Ind %	White %	Hispanic %	Asian %	Unknwn %
Preleavers n = 2,609	53.2	36.2	.8	53.8	4.7	2.6	1.9
Enrollees n = 3,402	57.3	32.7	1.2	56.5	5.0	2.4	2.1

The percentage of males in the preleaver group was slightly higher than that of enrolled male students (46.8% compared to 42.79% respectively). The percentage of minority preleavers was slightly higher than that of minority enrollees (44.3% compared to 41.3% respectively).

ENGLISH AS A SECOND LANGUAGE

Group	English First		Second Language	
	n	%	n	%
Preleavers	2,432	94.4	145	5.6
Enrollees	3,164	93.3	204	6.1

There were small differences between the two groups in English language usage.

REASON FOR ATTENDING MATC

Reason	Preleavers		Enrollees	
	n	%	n	%
Get New Job	1,480	58.2	1,910	57.8
Job Advancement	334	13.1	435	13.2
Transfer 4-yr College	288	11.3	430	13.0
General Education Reg	79	3.1	117	3.5
Basic Skills	75	3.0	117	3.5
Personal	184	7.2	167	5.1
Other	102	4.0	127	3.8

There were only small differences between groups on reason for attending.

PROGRAM CHOICE CERTAINTY

Group	Very Sure		Fairly Sure		Not Sure	
	n	%	n	%	n	%
Preleavers	1,645	67.5	673	27.6	119	4.9
Enrollees	2,144	66.8	901	28.1	166	5.2

There were only small differences between the two groups on program certainty.

CAREER CHOICE CERTAINTY

Group	Very Sure		Fairly Sure		Not Sure	
	n	%	n	%	n	%
Preleavers	1,298	61.7	680	32.3	125	5.9
Enrollees	1,650	59.8	909	33.0	198	7.2

There were only small differences between the two groups on career certainty.

AMOUNT OF EDUCATION PLANNED

	Preleavers		Enrollees	
	n	%	n	%
Classes Only	121	4.7	128	3.8
1-Year/2-Year Diploma	993	38.5	1,427	32.6
2-Year College Degree	1,037	40.2	1,427	42.4
4-Year College Degree	284	11.0	513	15.2
Grad/Professional	142	5.5	200	5.9

There were relatively small differences in amount of education planned. A higher percentage (38.5%) of preleavers planned to enroll in diploma programs than enrollees (32.6%). In contrast, a higher percentage of enrollees (15.2%) planned for four-year degree than preleavers (11.0%).

EDUCATIONAL PLANS AT MATC

	2-Year Degree		Certif/ Diploma		Undecided		No Graduation Plans	
Group	n	%	n	%	n	%	n	%
Preleavers	1,381	53.3	842	32.5	259	10.0	107	4.1
Enrollees	1,910	57.0	969	28.9	302	9.0	167	5.0

A large majority (about 85%) of both groups planned to complete programs at MATC.

NEED HELP WITH FINANCIAL AID

	Yes		Maybe		No	
Group	n	%	n	%	n	%
Preleavers	1,546	61.9	458	18.7	485	19.4
Enrollees	1,942	60.2	540	16.7	746	23.1

There were small differences between groups though slightly more enrolled students (23.1%) than preleavers (19.4%) indicated no need in financial aid help.

HIGH SCHOOL COMPLETION

	Preleavers		Enrollees		Total	
	n	%	n	%	n	%
High School Diploma	1,449	55.8	2,375	70.2	3,924	64.0
GED	492	19.0	589	17.4	1,081	18.1
Proficiency	0	0	3	.1	3	.1
Completion Certificate	4	.2	13	.4	17	.3
Foreign High School	23	.9	19	.6	42	.7
Nongrad High School	118	4.5	117	3.5	235	3.9
High School Student	509	19.6	268	7.9	777	13.0

Preleavers were found in a larger percentage than enrollees to be high school students at the time that they took the ASSET test. This was the only large difference found between preleavers and students who enrolled.

Analysis of 1988/89 ASSET Participants by Ethnic Group

Out of 6,392 individuals who participated in the 1988/89 ASSET testing program, 2,663 (41.6%) were preleavers. As shown in the table below, excluding American Indian preleavers, the differences among percentages of the other preleaver ethnic groups were 3% or less. The percentage of total minorities enrolled was 55% compared to 58% of nonminorities enrolled.

MEAN AGE AND ASSET SCORES OF PARTICIPANTS BY ETHNICITY

	n	%	Mean Age	Mean Language Score	Mean Reading Score	Mean Math Score
BLACK						
Preleavers	942	46.0	25.27	36.99	17.23	13.20
Enrollees	1,108	54.0	26.15	37.84	17.78	13.79
Total	2,050					
AMERICAN INDIAN						
Preleavers	22	35.5	23.95	42.33	25.76	17.90
Enrollees	40	64.5	25.68	42.74	23.13	17.56
Total	62					
WHITE						
Preleavers	1,401	42.0	22.67	44.75	25.81	18.98
Enrollees	1,917	58.0	24.18	45.18	26.71	19.60
Total	3,318					
HISPANIC						
Preleavers	122	42.0	25.13	37.17	18.12	14.64
Enrollees	171	58.0	26.00	38.87	18.11	14.71
Total	293					
ASIAN						
Preleavers	68	46.0	24.36	34.84	13.97	16.03
Enrollees	81	54.0	26.42	35.17	14.38	16.14
Total	149					
MINORITY						
Preleavers	1,177	45.0	25.09	37.09	17.37	13.67
Enrollees	1,432	55.0	26.18	37.97	17.83	14.21
Total	2,609					
NONMINORITY						
Preleavers	1,401	42.0	22.67	44.75	25.81	18.98
Enrollees	1,917	58.0	24.18	45.18	26.71	19.60
Total	3,318					

ASSET Reading Scores

A score of 20 in the ASSET reading test is the minimum score requirement for admission in nearly all MATC associate degree programs. Only 33.7% of minorities who were tested in 1988-89 scored 20 or more in reading while 80.2% of white students scored 20 or more in this test.

Nonminorities or Whites had mean reading scores of 25.81 for preleavers and 26.71 for enrollees.

As shown in the table above, all minorities except American Indians (25.76% for preleavers and 23.3% for enrollees) had reading scores below 20 with total minority mean reading scores of 17.37 for preleavers and of 17.83 for those enrolled. There were no large differences between reading scores of preleavers and enrollees.

ASSET Language Scores

A score of 40 in the language test might be considered minimum for doing college work at MATC. The mean language scores of minorities on the language test were all below 40, except American Indians whose mean scores were 42.33 and 42.74 for preleavers and enrollees respectively. Mean language scores for all minorities were 37.09 for preleavers and 37.97 for enrolled students. Mean language scores for nonminorities or Whites were 44.75 for preleavers and 45.18 for enrolled students.

ASSET Numeric Scores

This section of the ASSET battery tests only arithmetic knowledge and skills. A high numerical score indicates only that the student is prepared to take algebra. Additional ASSET tests in beginning, intermediate, and college algebra are available to determine students further course placement in advanced college mathematics.

Generally, students with ASSET numeric scores below 19 should enroll in an arithmetic fundamentals course before taking any other mathematics course that involves algebra. A total of 55.5% of the white students and 21.1% of the minority students showed numerical scores of 19 and above.

All minority groups of preleavers and enrollees had mean numeric scores below 19. Mean numeric score for minority preleavers was 13.67 and mean numeric score for enrolled students was 14.21. White preleavers had a mean numeric score of 18.98 and enrollees a mean numeric score of 19.60.

Differences between preleavers and enrolled students were small in all of 21 characteristics measured in the ASSET Educational Planning form. Summary results by ethnic groups are shown in the following thirteen tables for all ASSET test participants.

NUMERICAL SCORES BY ETHNIC GROUP
THE 1988-89 COHORT OF ASSET TEST TAKERS

The analysis below is based upon the results of the ASSET numerical skills test administered to the program applicants during both semesters of 1988-89.

NUMERICAL SCORES BY ETHNIC GROUP
1988-89 COHORT OF ASSET TEST TAKERS
DESCRIPTIVE ANALYSIS ASSET TESTING

Raw Scores	0-11	12-18	19+	Total
Black	881	930	399	2,210
% Total	39.9%	42.1%	18.1%	
American Indian	13	24	29	66
% Total	19.7%	36.4%	43.9%	
White	368	1,162	1,912	3,442
% Total	10.7%	33.8%	55.5%	
Hispanic	102	119	92	313
% Total	32.6%	38.0%	29.4%	
Asian	37	66	60	163
% Total	22.7%	40.5%	36.8%	
Minority	1,033	1,139	580	2,752
% Total	37.5%	41.4%	21.1%	

Students with ASSET numerical scores above 19 were prepared to enter Associate Degree programs. Fifty-five percent of the White students and 21% of the minority students had ASSET numerical scores above 19.

READING SCORES BY ETHNIC GROUP
THE 1988-89 COHORT OF ASSET TEST TAKERS

The analysis below is based upon the results of the ASSET reading skills test administered to the program applicants during both semesters of 1988-89.

READING SCORES BY ETHNIC GROUP
1988-89 COHORT OF ASSET TEST TAKERS
DESCRIPTIVE ANALYSIS ASSET TESTING

Raw Scores	0-9	10-14	15-19	20+	Total
Black	242	612	617	742	2,213
% Total	10.9%	27.7%	27.9%	33.5%	
American Indian	1	5	19	41	66
% Total	1.5%	7.6%	28.8%	62.1%	
White	52	203	429	2,763	3,447
% Total	1.5%	5.9%	12.4%	80.2%	
Hispanic	41	67	85	120	313
% Total	13.1%	21.4%	27.2%	38.3%	
Asian	43	63	32	25	163
% Total	26.4%	38.7%	19.6%	15.3%	
Minority	327	747	753	928	2,755
% Total	11.9%	27.1%	27.3%	33.7%	

The distribution of ASSET reading scores by ethnic group above shows the following. A score of 20 in reading can be considered a minimum for doing college work and is therefore the minimum score for nearly all Associate Degree programs. Only 33.7% of the minorities tested in the fall of 1988-89 had reading scores of 20 or more, while 80.2% of the White students fell in this category.

The second category (15-19) is considered for students to enter the Crossover program. Only 12.4% of the White students, while 27.3% of the minority students had reading scores in this category.

Students in the third category (10-14) of reading scores are usually recommended for Basic Skills Level II (a kind of Pre-Crossover) or certain less rigorous diploma programs. Twenty-seven percent of the minority students and approximately six percent of the White students were in this category.

The lowest category (0-9) represents students who would be in Basic Skills Level I or Literacy Training. Nearly 12% of the minority students and 1.5% of the White students fell into this category.

ETHNIC BACKGROUND OF THE 1988-89 COHORT OF ASSET TEST TAKERS

The analysis below is based upon the 6,392 program applicants at MATC who took the ASSET tests during 1988-89.

1988-89 COHORT OF ASSET TEST TAKERS
ETHNIC BACKGROUND
DESCRIPTIVE ANALYSIS ASSET TESTING

Ethnicity	Frequency	Percent
Black	2,219	34.7%
American Indian	68	1.1%
White	3,488	54.6%
Hispanic	313	4.9%
Asian	164	2.6%
Other	65	1.0%
Decline Response	75	1.2%

The 6,392 students who took ASSET tests during semester 1 and semester 2 of 1988-89 included a higher percentage of minority students than in the total college enrollment. This was because of the large numbers of White students enrolled in evening courses and without being admitted to programs.

Ethnicity AND GENDER OF THE 1988-89 COHORT OF ASSET TEST TAKERS

The analysis below is based upon the responses to the ethnic and gender items by the MATC program applicants who took the ASSET tests during 1988-89.

1988-89 COHORT OF ASSET TEST TAKERS
ETHNICITY BY GENDER
DESCRIPTIVE ANALYSIS ASSET TESTING

Ethnicity	Male	Female	Total
Black	814	1,400	2,214
	36.8%	63.2%	35.5%
American Indian	34	33	67
	50.7%	49.3%	1.1%
White	1,650	1,832	3,482
	47.4%	52.6%	55.8%
Hispanic	150	163	313
	47.9%	52.1%	5.0%
Asian	105	59	164
	64.0%	36.0%	2.6%
Total	2,753	3,487	6,240
	44.1%	55.9%	100.0%

Although the majority of this group was female, the distribution of gender varies by ethnic group. The Black group had the lowest percentage of males enrolled (36.8%) followed by White (47.4%), Hispanic (47.9%), and American Indian (50.7%). The Asian group had the highest percent of males (64.0%) enrolled.

AGE OF THE 1988-89 COHORT OF ASSET TEST TAKERS IN EACH ETHNIC GROUP

The analysis below is based upon the responses to the age item by the MATC program applicants who took the ASSET tests during 1988-89.

1988-89 COHORT OF ASSET TEST TAKERS
ETHNICITY BY AGE
DESCRIPTIVE ANALYSIS ASSET TESTING

Ethnicity	Under 20	20-29	30-39	40-49	50 and Over	Total
Black	537 24.2%	1,068 48.1%	474 21.4%	118 5.3%	22 1.0%	2,219 35.5%
American Indian	25 36.8%	27 39.7%	12 17.6%	3 4.4%	1 1.5%	68 1.1%
White	1,295 37.1%	1,524 43.7%	482 13.8%	152 4.4%	35 1.0%	3,488 55.8%
Hispanic	76 24.3%	162 51.8%	55 17.6%	15 4.8%	5 1.6%	313 5.0%
Asian	28 17.1%	97 59.1%	32 19.5%	6 3.7%	1 0.6%	164 2.6%
Total	1,961 31.4%	2,878 46.0%	1,055 16.9%	294 4.7%	64 1.0%	6,252 100.0%

The White students starting programs in the fall of 1988 were generally younger than the minority students. Approximately 37% of the White and American Indian students were under age twenty. Only 24% of the Black and Hispanic students and 17% of the Asian students were under age twenty. The largest percentage of Asian (59.1%), Hispanic (51.8%) and Black (48.1%) students were in the 20 to 29 age group. White (43.7%) and American Indian (39.7%) were in the 20 to 29 age groups at rates slightly higher than in the under 20 age group.

REASON FOR ATTENDING MATC OF THE 1988-89 COHORT OF ASSET TEST TAKERS

The analysis below is based upon the 6,063 responses to the reason for attending MATC item by the MATC program applicants who took the ASSET tests during 1988-89.

1988-89 COHORT OF ASSET TEST TAKERS
REASON FOR ATTENDING MATC
DESCRIPTIVE ANALYSIS ASSET TESTING

Ethnicity	Job Preparation or Advancement	General Ed or Transfer	English/ Math Skills	Personal or Other	Total
Black	1,402	341	110	289	2,142
	65.5%	15.9%	5.1%	13.5%	35.3%
American	37	18	1	10	66
Indian	56.1%	27.3%	1.5%	15.2%	1.1%
White	2,568	515	60	262	3,405
	75.4%	15.1%	1.8%	7.7%	56.2%
Hispanic	203	49	20	29	301
	67.4%	16.3%	6.6%	9.6%	5.0%
Asian	97	28	13	11	149
	65.1%	18.8%	8.7%	7.4%	2.5%
Total	4,307	951	204	601	6,063
	71.0%	15.7%	3.4%	9.9%	100.0%

The majority of each ethnic group chose job preparation or job advancement as the reason for attending MATC.

PROGRAM CERTAINTY OF THE 1988-89 COHORT OF ASSET TEST TAKERS

The analysis below is based upon the 5,853 program applicants at MATC who took the ASSET tests during 1988-89.

1988-89 COHORT OF ASSET TEST TAKERS
PROGRAM CERTAINTY
DESCRIPTIVE ANALYSIS ASSET TESTING

Ethnicity	Very Sure	Fairly Sure	Not Sure	Total
Black	1,459	518	100	2,077
	70.2%	24.9%	4.8%	35.5%
American Indian	42	21	2	65
	64.6%	32.3%	3.1%	1.1%
White	2,185	962	150	3,297
	66.3%	29.2%	4.5%	56.3%
Hispanic	181	82	18	281
	64.4%	29.2%	6.4%	4.8%
Asian	69	39	25	133
	51.9%	29.3%	18.8%	2.3%
Total	3,936	1,622	295	5,853
	67.2%	27.7%	5.0%	100.0%

All ethnic groups were sure of their program choice. The Asian students were less sure of their program choice than all of the other groups.

CAREER CERTAINTY OF THE 1988-89 COHORT OF ASSET TEST TAKERS

The analysis below is based upon the 5,036 responses to the career certainty item by the MATC program applicants who took the ASSET tests during 1988-89.

1988-89 COHORT OF ASSET TEST TAKERS
CAREER CERTAINTY
DESCRIPTIVE ANALYSIS ASSET TESTING

Ethnicity	Very Sure	Fairly Sure	Not Sure	Total
Black	1,164 64.5%	534 29.6%	108 6.0%	1,806 35.9%
American Indian	30 61.2%	18 36.7%	1 2.0%	49 1.0%
White	1,669 59.6%	953 34.0%	179 6.4%	2,801 55.6%
Hispanic	154 59.5%	85 32.8%	20 7.7%	259 5.1%
Asian	60 49.6%	37 30.6%	24 19.8%	121 2.4%
Total	3,077 61.1%	1,627 32.3%	332 6.6%	5,036 100.0%

Students were slightly less sure of their career than their program. The Asian students, again, showed the least surety of all groups.

AMOUNT OF EDUCATION PLANNED BY THE 1988-89 COHORT OF ASSET TEST TAKERS

The analysis below is based upon the 6,149 responses to the total education planned item by the MATC program applicants who took the ASSET tests during 1988-89.

1988-89 COHORT OF ASSET TEST TAKERS
AMOUNT OF EDUCATION PLANNED
DESCRIPTIVE ANALYSIS ASSET TESTING

Ethnicity	Classes Only	1-Yr/2-Yr Diploma	2-Year Col Deg	4-Year Col Deg	Grad/ Prof	Total
Black	112 5.1%	824 37.6%	796 36.3%	284 13.0%	174 7.9%	2,190 35.6%
American Indian	12 17.6%	23 33.8%	20 29.4%	8 11.8%	5 7.4%	68 1.1%
White	109 3.2%	1,139 33.2%	1,605 46.8%	443 12.9%	132 3.9%	3,428 55.7%
Hispanic	14 4.5%	121 39.3%	98 31.8%	51 16.6%	24 7.8%	308 5.0%
Asian	10 6.5%	65 41.9%	49 31.6%	20 12.9%	11 7.1%	155 2.5%
Total	257 4.2%	2,172 35.3%	2,568 41.8%	806 13.1%	346 5.6%	6,149 100.0%

A larger percent of minority students intended to get graduate or professional degrees than White students. A higher percentage of Hispanic students intended to get four-year degrees than the other ethnic groups. In each ethnic group the majority of students intended to get less than a baccalaureate.

EDUCATIONAL PLANS AT MATC OF THE 1988-89 COHORT OF ASSET TEST TAKERS

The analysis below is based upon the 6,141 responses to the educational plans at MATC item by MATC program applicants who took the ASSET tests during 1988-89.

1988-89 COHORT OF ASSET TEST TAKERS
EDUCATIONAL PLANS AT MATC
DESCRIPTIVE ANALYSIS ASSET TESTING

Ethnicity	2-Year Degree	Certif/ Diploma	Undecided	No Grad Plans	Total
Black	1,137	766	184	102	2,189
	51.9%	35.0%	8.4%	4.7%	35.6%
American Indian	32	16	10	7	65
	49.2%	24.6%	15.4%	10.8%	1.1%
White	2,028	933	316	155	3,432
	59.1%	27.2%	9.21%	4.5%	55.9%
Hispanic	153	104	38	11	306
	50.0%	34.0%	12.4%	3.6%	5.0%
Asian	52	61	27	9	149
	34.9%	40.9%	18.1%	6.0%	2.4%
Total	3,402	1,880	575	284	6,141
	55.4%	30.6%	9.4%	4.6%	100.0%

Eighty-six percent of these students intended to earn a two-year degree or a diploma. Black (86.9%), White (86.5%), and Hispanic (84.0%) students had similar degree and diploma total percentages although White students were more likely to select a two-year degree. Asian (18.1%) and American Indian (15.4%) students indicated the highest percentage of undecided responses, while Black students (8.4%) indicated the lowest percentage of undecided responses.

NEED HELP WITH FINANCIAL AID OF
THE 1988-89 COHORT OF ASSET TEST TAKERS

The analysis below is based upon the 5,937 responses to the financial aid item by the MATC program applicants who took the ASSET tests during 1988-89.

1988-89 COHORT OF ASSET TEST TAKERS
NEED HELP WITH FINANCIAL AID
DESCRIPTIVE ANALYSIS ASSET TESTING

Ethnicity	Yes	Maybe	No	Total
Black	1,640 77.1%	232 10.9%	254 11.9%	2,126 35.8%
American Indian	45 71.4%	5 7.9%	13 20.6%	63 1.1%
White	1,616 48.9%	730 22.1%	958 29.0%	3,304 55.7%
Hispanic	221 73.7%	46 15.3%	33 11.0%	300 5.1%
Asian	104 72.2%	22 15.3%	18 12.5%	144 2.4%
Total	3,626 61.1%	1,035 17.4%	1,276 21.5%	5,937 100.0%

Over 70% of the minority students indicated that they needed help with financial aid while less than half of the White students requested help. Black students at 77.1% represented the largest percentage requesting help with financial aid. The actual number of White students (1,616) and Black students (1,640) requesting help with financial aid were nearly equal.

HIGH SCHOOL COMPLETION OF THE 1988-89 COHORT OF ASSET TEST TAKERS

The analysis below is based upon the 6,209 responses to the high school completion items by the MATC program applicants who took the ASSET tests during 1988-89.

1988-89 COHORT OF ASSET TEST TAKERS
HIGH SCHOOL COMPLETION
DESCRIPTIVE ANALYSIS ASSET TESTING

Ethnicity	High School Diploma	GED	Proficiency Exam	High School Completion	Total
Black	1,408	520	1	10	2,207
	63.8%	23.6%	0.0%	0.5%	35.5%
American Indian	32	23	0	0	67
	47.8%	34.3%	0.0%	0.0%	1.1%
White	2,277	494	1	3	3,469
	65.6%	14.2%	0.03%	0.1%	55.9%
Hispanic	158	96	0	1	307
	51.5%	31.3%	0.0%	0.3%	4.9%
Asian	91	11	0	4	159
	57.2%	6.9%	0.0%	2.5%	2.6%
Total	3,966	1,144	2	18	6,209
	63.9%	18.4%	0.0%	0.3%	100.0%

Over 18% of these program applicants had GEDs. American Indian (34.3%), Hispanic (31.3%), and Black (23.6%) students had the highest percentage of program applicants with GEDs. The actual number of White students (494) and Black students (520) with GEDs were fairly close.

ENGLISH FIRST LANGUAGE OF THE 1988-89 COHORT OF ASSET TEST TAKERS

The analysis below is based upon the 6,174 responses to the language spoken at home item by the MATC program applicants who took the ASSET tests during 1988-89.

ENGLISH FIRST LANGUAGE
DESCRIPTIVE ANALYSIS ASSET TESTING

Ethnicity	Yes	No	Total
Black	2,150 98.2%	39 1.8%	2,189 35.5%
American Indian	66 98.5%	1 1.5%	67 1.1%
White	3,412 98.6%	48 1.4%	3,460 56.0%
Hispanic	159 51.6%	149 48.4%	308 5.0%
Asian	30 20.0%	120 80.0%	150 2.4%
Total	5,817 94.2%	357 5.8%	6,174 100.0%

While English was the first language for nearly all of the Black, American Indian, and White students, it was clearly the second language for 80% of the Asian students and nearly half of the Hispanic students.

B. COMPARISON OF CHARACTERISTICS OF WITHDRAWING, NONRETURNING, TRANSFERRING, AND GRADUATING LEAVERS

The number of students returning questionnaires in each category of the Cohort 89 leavers is as follows:

Withdrawees	81
Nonreturnees	38
Transfers	60
Graduates	90
Total Leaver Respondents	269

Survey instruments and data gathering procedures have been further revised and improved and will be fully implemented in 1989-90 so that leaver respondent return rates will be higher.

The number of students enrolled in the fall of 1988 and included in this study as cohort 89 was 2,513. Of these, 880 or 35% were leavers by either withdrawing during 1988/89 (226), not returning the second semester 1988/89 or the first semester 1989/90 (352), transferring during 1988/89 (126), or graduating in 1988/89 (176). A total of 1,633 students (65%) were still enrolled starting first semester 1989/90 and thus were considered persisters.

The following three tables show the breakdown of students in Cohort 89, as of August 31, 1989, by progress status, gender, and ethnicity, respectively.

Cohort 89 - FREQUENCY ANALYSIS

STATUS	Freq	%	Cum Freq	Cum %
CONTINUING	1628	64.8	1628	64.8
GRADUATE	176	7.0	1804	71.8
NONRETURNEE	356	14.2	2160	86.0
SUSPENDED	1	0.0	2161	86.0
TRANSFER	127	5.1	2288	91.0
WITHDRAWEE	225	9.0	2513	100.0

GENDER	Freq	%	Cum Freq	Cum %
FEMALE	1384	55.1	1384	55.1
MALE	1128	44.9	2512	100.0

Cohort 89 - FREQUENCY ANALYSIS (continued)

ETHNICITY	Freq	%	Cum Freq	Cum %
ASIAN	47	1.9	47	1.9
BLACK	560	22.4	607	24.3
HISPANIC	96	3.8	703	28.1
AMERINDIAN	24	1.0	727	29.1
WHITE	1772	70.9	2499	100.0

COHORT 89 - INSTITUTIONAL ASSESSMENT BY LEAVERS

The following tables show the responses of leavers to questions regarding institutional assessment. Only significant differences in responses of the four types of leavers are noted.

Leaver Type		ETHNICITY				
		ASIAN	BLACK	HISPANIC	AMERINDIAN	WHITE
	N	PCT	PCT	PCT	PCT	PCT
GRADUATE	90	8.9	14.4	4.4	3.3	88.9
TRANSFER	60	5.0	15.0	3.3	1.7	76.0
NONRETURNEE	38	.	42.1	5.3	.	52.8
WITHDRAWEE	81	1.2	23.5	3.7	1.2	70.4

Blacks make up a much higher percentage (42.1%) of nonreturning respondents than represented in Cohort 89 (22.4%).

Leaver Type		ADMISSION REQUIREMENTS			
		VERY SATISFIED	SATISFIED	DISSATISFIED	DID NOT KNOW
	N	PCT	PCT	PCT	PCT
GRADUATE	86	31.4	60.5	4.7	3.5
TRANSFER	46	32.6	63.0	2.2	2.2
NONRETURNEE	33	30.3	60.6	3.0	6.1
WITHDRAWEE	71	70.4	23.9	4.2	4.4

Withdrawees were very satisfied (70.4%) with admission requirements. Other leavers were mostly satisfied.

Leaver Type	N	TESTING PROCEDURES			
		VERY SATISFIED	SATISFIED	DISSATISFIED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	87	16.1	67.8	10.3	5.7
TRANSFER	46	15.2	73.9	6.5	4.3
NONRETURNEE	32	25.0	59.4	12.5	3.1
WITHDRAWEE	68	57.4	23.5	8.8	10.3

Withdrawees were very satisfied (57.4%) with testing procedures. Other leavers were mostly satisfied.

Leaver Type	N	REGISTRATION PROCESS		
		VERY SATISFIED	SATISFIED	DISSATISFIED
		PCT	PCT	PCT
GRADUATE	85	23.5	61.2	15.3
TRANSFER	45	15.6	60.0	24.4
NONRETURNEE	33	21.2	66.7	12.1
WITHDRAWEE	69	63.8	34.8	1.4

Withdrawees were the most satisfied with the registration process. Transfer students were the most dissatisfied.

Leaver Type	N	FEE PAYMENT & BILLING			
		VERY SATISFIED	SATISFIED	DISSATISFIED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	86	22.1	70.9	5.8	1.2
TRANSFER	46	13.0	73.9	8.7	4.3
NONRETURNEE	33	15.2	57.6	15.2	12.1
WITHDRAWEE	65	32.3	35.4	10.8	21.5

Leaver Type	N	CLASROOM FACILITIES			
		VERY SATISFIED	SATISFIED	DISSATISF-IED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	87	27.6	58.6	13.8	
TRANSFER	46	15.2	78.3	6.5	.
NONRETURNEE	34	17.6	79.4	.	2.9
WITHDRAWEE	64	35.9	53.1	9.4	1.6

Leaver Type	N	LABORATORY/SHOP FACILITIES			
		VERY SATISFIED	SATISFIED	DISSATISF-IED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	85	24.4	50.0	11.6	14.0
TRANSFER	46	13.0	47.8	15.2	23.9
NONRETURNEE	32	15.6	31.3	.	53.1
WITHDRAWEE	61	24.6	36.1	9.8	29.5

Leaver Type	N	ATHLETIC FACILITIES			
		VERY SATISFIED	SATISFIED	DISSATISF-IED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	85	11.8	28.2	16.5	43.5
TRANSFER	43	7.0	30.2	7.0	55.9
NONRETURNEE	31	3.2	12.9	6.5	77.4
WITHDRAWEE	63	22.2	14.3	6.3	57.1

A majority of leavers, except graduates, (43.5%) did not know about MATC athletic facilities.

Leaver Type	N	PERSONAL STUDY AREAS VERY SATISFIED PCT	SATISFIED PCT	DISSATISFIED PCT	DID NOT KNOW PCT
GRADUATE	86	20.9	46.5	23.3	9.3
TRANSFER	45	15.6	55.6	8.9	20.0
NONRETURNEE	32	25.0	46.9	6.2	21.9
WITHDRAWEE	62	51.6	32.3	6.5	9.7

Graduates were the most dissatisfied (23.3%) with personal study areas.

Leaver Type	N	RACIAL HARMONY CLIMATE VERY SATISFIED PCT	SATISFIED PCT	DISSATISFIED PCT	DID NOT KNOW PCT
GRADUATE	87	13.8	63.2	16.1	6.9
TRANSFER	45	20.0	53.3	8.9	17.8
NONRETURNEE	31	12.9	51.6	9.7	25.8
WITHDRAWEE	63	15.9	57.1	4.8	22.2

A large majority of all leavers were satisfied with the racial harmony climate at MATC. Less than 10% were dissatisfied. Only graduates had more than 10% (16.1%) indicating dissatisfaction.

Leaver Type	N	OVERAL MATC CLIMATE VERY SATISFIED PCT	SATISFIED PCT	DISSATISFIED PCT	DID NOT KNOW PCT
GRADUATE	85	24.7	65.9	8.2	1.2
TRANSFER	45	15.6	66.7	15.6	2.2
NONRETURNEE	33	33.3	51.5	12.1	3.0
WITHDRAWEE	62	40.3	48.4	6.5	4.8

Withdrawees were the most satisfied with the overall MATC climate. A large majority of leavers, over 85%, were satisfied.

Leaver Type		FACULTY'S ATTITUDES TOWARD STUDENTS			
		VERY SATISFIED	SATISFIED	DISSATISFIED	DID NOT KNOW
	N	PCT	PCT	PCT	PCT
GRADUATE	86	38.4	50.0	11.6	.
TRANSFER	45	31.1	57.8	11.1	.
NONRETURNEE	32	18.8	46.9	25.0	9.4
WITHDRAWEE	61	39.3	37.7	18.0	4.9

Nonreturnees were the most dissatisfied (25%) with faculty's attitudes towards students. A large majority (about 80%) of leavers were satisfied.

Leaver Type		STAFF'S ATTTITUDES TOWARD STUDENTS			
		VERY SATISFIED	SATISFIED	DISSATISFIED	DID NOT KNOW
	N	PCT	PCT	PCT	PCT
GRADUATE	85	18.8	54.1	16.5	10.6
TRANSFER	45	11.1	53.3	24.4	11.1
NONRETURNEE	32	18.8	46.9	6.2	28.1
WITHDRAWEE	63	20.6	47.6	14.3	17.5

Transfer students were the most dissatisfied (24.4%) with the MATC staff's attitudes toward students. A large majority (about 68%) of leavers were satisfied. Many, including 28.1% of nonreturnees, did not know.

Leaver Type		INVOLVEMENT IN POLICY MAKING			
		VERY SATISFIED	SATISFIED	DISSATISFIED	DID NOT KNOW
	N	PCT	PCT	PCT	PCT
GRADUATE	85	8.2	48.2	10.6	32.9
TRANSFER	45	6.7	31.1	13.3	48.9
NONRETURNEE	31	6.5	29.0	3.2	61.3
WITHDRAWEE	61	11.5	39.3	4.9	44.3

Leaver Type	N	PARTICIPATION IN CULTURAL AFFAIRS			
		VERY SATISFIED	SATISFIED	DISSATISFIED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	86	8.1	33.7	10.5	47.7
TRANSFER	45	6.7	40.0	4.4	48.9
NONRETURNEE	31	3.2	19.4	9.7	67.7
WITHDRAWEE	62	11.3	17.7	14.5	56.5

Leaver Type	N	PARTICIPATION IN SPORTS			
		VERY SATISFIED	SATISFIED	DISSATISFIED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	85	9.4	30.6	8.2	51.8
TRANSFER	46	2.2	34.8	4.3	58.7
NONRETURNEE	32	6.2	9.4	12.5	71.9
WITHDRAWEE	63	7.9	17.5	11.1	63.5

Leaver Type	N	INSTRUCTOR'S GRADING PRACTICES			
		VERY SATISFIED	SATISFIED	DISSATISFIED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	86	17.4	73.3	9.3	.
TRANSFER	47	17.0	72.3	10.6	.
NONRETURNEE	33	18.2	66.7	9.1	6.1
WITHDRAWEE	64	17.2	54.7	10.9	17.2

Leaver Type	N	INSTRUCTOR'S OUT-OF-CLASS AVAILABILITY			
		VERY SATISFIED	SATISFIED	DISSATISFIED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	86	20.9	60.5	8.1	10.5
TRANSFER	46	21.7	54.3	15.2	8.7
NONRETURNEE	32	12.5	56.2	12.5	18.8
WITHDRAWEE	61	32.8	27.9	4.9	34.4

A large majority of leavers were satisfied with instructor availability. More than one-third (34.4%) of withdrawees did not know.

Leaver Type	N	COUNSELOR'S AVAILABILITY			
		VERY SATISFIED	SATISFIED	DISSATISFIED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	86	14.0	54.7	10.5	20.9
TRANSFER	46	19.6	43.5	19.6	17.4
NONRETURNEE	31	9.7	38.7	22.6	29.0
WITHDRAWEE	62	14.5	37.1	3.2	45.2

Graduates were the most satisfied with counselor availability. A high percentage (45.2%) of withdrawees did not know.

Leaver Type	N	OVERALL QUALITY OF INSTRUCTION		
		VERY SATISFIED	SATISFIED	DISSATISFIED
		PCT	PCT	PCT
GRADUATE	85	25.9	69.4	4.7
TRANSFER	46	23.9	73.9	2.2
NONRETURNEE	33	21.2	63.6	15.2
WITHDRAWEE	63	44.4	52.4	3.2

About 95% of leavers were satisfied with the quality of instruction. Nonreturnees had 15.2% dissatisfied as compared to 3.2% of withdrawees.

Leaver Type	N	MAJOR: CURRICULUM CONTENT VERY SATISFIED PCT	SATISFIED PCT	DISSATISF-IED PCT	DID NOT KNOW PCT
GRADUATE	85	28.2	56.5	14.1	1.2
TRANSFER	45	17.8	62.2	15.6	4.4
NONRETURNEE	31	16.1	61.3	16.1	8.5
WITHDRAWEE	63	34.9	42.9	14.3	7.9

Leaver Type	N	MAJOR: COURSE VARIETY VERY SATISFIED PCT	SATISFIED PCT	DISSATISF-IED PCT	DID NOT KNOW PCT
GRADUATE	86	24.4	62.8	12.8	.
TRANSFER	45	15.6	64.4	13.3	6.7
NONRETURNEE	32	12.5	59.4	25.0	3.1
WITHDRAWEE	61	29.5	42.6	14.8	13.1

Leaver Type	N	MAJOR: CLASS SIZE VERY SATISFIED PCT	SATISFIED PCT	DISSATISF-IED PCT	DID NOT KNOW PCT
GRADUATE	87	34.5	62.1	3.4	.
TRANSFER	45	20.0	64.4	6.7	8.9
NONRETURNEE	32	15.6	78.1	3.1	3.1
WITHDRAWEE	60	33.3	50.0	8.3	8.3

Leaver Type	N	COURSE SELECTION FLEXIBILITY			
		VERY SATISFIED	SATISFIED	DISSATISF-IED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	86	24.4	55.8	19.8	
TRANSFER	44	11.4	63.6	20.5	4.5
NONRETURNEE	32	15.6	46.9	25.0	12.5
WITHDRAWEE	62	22.6	41.9	22.6	12.9

Leaver Type	N	TRAINING RELEVANCE TO EMPLOYMENT			
		VERY SATISFIED	SATISFIED	DISSATISF-IED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	87	37.9	44.8	9.2	8.0
TRANSFER	44	13.6	38.6	18.2	29.5
NONRETURNEE	32	15.6	50.0	9.4	25.0
WITHDRAWEE	61	21.3	37.7	1.6	39.3

Graduates were the most satisfied with training relevance to employment. Only 9.2% of graduates were dissatisfied. About one-third of other leavers did not know.

Leaver Type	N	CATALOG/PUBLICATIONS ACCURACY			
		VERY SATISFIED	SATISFIED	DISSATISF-IED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	85	24.7	51.2	7.1	7.1
TRANSFER	46	26.1	45.7	10.9	17.4
NONRETURNEE	32	18.8	53.1	9.4	18.8
WITHDRAWEE	62	43.5	45.2	.	11.3

Leaver Type		ACADEMIC CALENDAR			
		VERY SATISFIED	SATISFIED	DISSATISF-IED	DID NOT KNOW
	N	PCT	PCT	PCT	PCT
GRADUATE	86	18.6	68.6	3.5	9.3
TRANSFER	46	19.6	69.6	2.2	8.7
NONRETURNEE	31	12.9	58.1	3.2	25.8
WITHDRAWEE	61	14.8	47.5	13.1	24.6

Withdrawees were the most dissatisfied (13.1%) with the academic calendar. Only about 3% of other leavers were dissatisfied.

Leaver Type		STUDENT'S CONDUCT CODE			
		VERY SATISFIED	SATISFIED	DISSATISF-IED	DID NOT KNOW
	N	PCT	PCT	PCT	PCT
GRADUATE	86	14.0	57.0	11.6	17.4
TRANSFER	46	15.2	56.5	4.3	23.9
NONRETURNEE	32	12.5	56.2	6.2	25.0
WITHDRAWEE	61	9.8	54.1	8.2	27.9

Leaver Type		ACADEMIC PROBATION/SUSPENSION POLICIES			
		VERY SATISFIED	SATISFIED	DISSATISF-IED	DID NOT KNOW
	N	PCT	PCT	PCT	PCT
GRADUATE	86	12.8	37.2	7.0	43.0
TRANSFER	46	13.0	54.3	4.3	28.3
NONRETURNEE	33	9.1	27.3	18.2	45.5
WITHDRAWEE	61	9.8	32.8	.	57.4

Nonreturnees were the most dissatisfied (18.2%) with academic probation/suspension policies.

Leaver Type	N	FINANCIAL AID AVAILABILITY			
		VERY SATISFIED	SATISFIED	DISSATISF-IED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	84	31.0	28.6	13.1	27.4
TRANSFER	45	6.7	48.9	17.8	26.7
NONRETURNEE	31	6.5	25.8	29.0	38.7
WITHDRAWEE	62	67.7	4.8	1.6	25.8

Nonreturnees were the most dissatisfied (29.0%) with financial aid availability.

Leaver Type	N	ADMISSION			
		USED, SATISFIED	USED, UNSATISFI-ED	KNEW, NOT USED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	85	89.4	9.4	1.2	.
TRANSFER	43	76.7	18.6	2.3	2.3
NONRETURNEE	32	84.4	9.4	3.1	3.1
WITHDRAWEE	68	91.2	5.9	.	2.9

Leaver Type	N	REGISTRATION			
		USED, SATISFIED	USED, UNSATISFI-ED	KNEW, NOT USED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	85	82.4	17.6	.	.
TRANSFER	43	74.4	16.3	7.0	2.3
NONRETURNEE	32	75.0	18.8	3.1	3.1
WITHDRAWEE	66	90.9	7.6	1.5	.

Leaver Type	N	TESTING USED, SATISFIED PCT	USED, UNSATISFI-ED PCT	KNEW, NOT USED PCT	DID NOT KNOW PCT
GRADUATE	85	64.7	7.1	15.3	12.9
TRANSFER	40	55.0	12.5	15.0	17.5
NONRETURNEE	32	59.4	9.4	21.9	9.4
WITHDRAWEE	63	65.7	6.3	15.9	11.1

Leaver Type	N	CAREER PLANING USED, SATISFIED PCT	USED, UNSATISFI-ED PCT	KNEW, NOT USED PCT	DID NOT KNOW PCT
GRADUATE	84	35.7	8.3	36.9	19.0
TRANSFER	42	33.3	9.5	35.7	21.4
NONRETURNEE	32	21.9	9.4	46.9	21.9
WITHDRAWEE	61	45.9	4.9	31.1	16.0

Leaver Type	N	COLLEGE ORIENTATION USED, SATISFIED PCT	USED, UNSATISFI-ED PCT	KNEW, NOT USED PCT	DID NOT KNOW PCT
GRADUATE	83	47.0	16.9	21.7	14.5
TRANSFER	40	30.0	7.5	37.5	25.0
NONRETURNEE	32	34.4	9.4	31.3	25.0
WITHDRAWEE	61	52.5	9.8	24.6	13.1

Leaver Type	N	GUIDANCE/COUNSELING			
		USED, SATISFIED	USED, UNSATISFI-ED	KNEW, NOT USED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	84	44.0	20.2	28.6	7.1
TRANSFER	40	47.5	10.0	30.0	12.5
NONRETURNEE	31	22.6	19.4	48.4	9.7
WITHDRAWEE	62	51.6	8.1	30.6	9.7

A majority (58.1%) of nonreturnees either did know but did not use (48.4%) or did not know (9.7%) about guidance/counseling services.

Leaver Type	N	ACADEMIC ADVISING			
		USED, SATISFIED	USED, UNSATISFI-ED	KNEW, NOT USED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	84	39.3	15.5	33.3	11.9
TRANSFER	43	41.9	9.3	32.6	16.3
NONRETURNEE	31	19.4	9.7	38.7	32.3
WITHDRAWEE	59	39.0	5.1	39.0	16.9

A large majority (71%) of nonreturnees knew but did not use (38.7%) or did not know (32.3%) about academic advising.

Leaver Type	N	TUTORING			
		USED, SATISFIED	USED, UNSATISFI-ED	KNEW, NOT USED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	83	13.3	4.8	77.1	4.8
TRANSFER	42	23.8	9.5	47.6	19.0
NONRETURNEE	33	6.1	3.0	66.7	24.2
WITHDRAWEE	60	11.7	1.7	68.3	18.3

A large majority (more than 85%) of nonreturnees or withdrawees knew but did not use or did not know about tutoring.

Leaver Type	N	ATHLETICS USED, SATISFIED PCT	USED, UNSATISFIED PCT	KNEW, NOT USED PCT	DID NOT KNOW PCT
GRADUATE	83	15.7	1.2	67.5	15.7
TRANSFER	41	9.8	7.3	56.1	26.8
NONRETURNEE	33	.	.	63.6	36.4
WITHDRAWEE	58	3.4	3.4	63.8	29.3

Leaver Type	N	CULTURAL PROGRAMS USED, SATISFIED PCT	USED, UNSATISFIED PCT	KNEW, NOT USED PCT	DID NOT KNOW PCT
GRADUATE	83	16.9	3.6	53.0	26.5
TRANSFER	42	9.5	7.1	47.6	35.7
NONRETURNEE	32	.	3.1	53.1	43.7
WITHDRAWEE	58	10.3	1.7	53.4	34.5

Leaver Type	N	FINANCIAL AID USED, SATISFIED PCT	USED, UNSATISFIED PCT	KNEW, NOT USED PCT	DID NOT KNOW PCT
GRADUATE	85	50.6	11.8	34.1	3.5
TRANSFER	42	35.7	11.9	42.9	9.5
NONRETURNEE	34	32.4	26.5	32.4	8.8
WITHDRAWEE	60	46.7	6.7	36.7	10.0

Nonreturnees who used financial aid were the most dissatisfied (26.5%).

Leaver Type	N	FAMILY & WOMEN'S RESOURCE CENTER			
		USED, SATISFIED	USED, UNSATISFIED	KNEW, NOT USED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	82	13.4	2.4	50.0	34.1
TRANSFER	42	14.3	2.4	40.5	42.9
NONRETURNEE	33	.	.	39.4	60.6
WITHDRAWEE	60	3.3	.	48.3	48.3

Leaver Type	N	BUSINESS OFFICE			
		USED, SATISFIED	USED, UNSATISFIED	KNEW, NOT USED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	83	36.1	7.2	45.8	10.8
TRANSFER	40	20.0	7.5	40.0	32.5
NONRETURNEE	32	15.6	6.2	37.5	40.6
WITHDRAWEE	62	24.2	6.5	24.2	45.2

Leaver Type	N	PHYSICAL/LEARNING IMPAIRMENT			
		USED, SATISFIED	USED, UNSATISFIED	KNEW, NOT USED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	83	7.2	2.4	67.5	22.9
TRANSFER	41	7.3	2.4	58.5	31.7
NONRETURNEE	32	6.2	.	50.0	43.7
WITHDRAWEE	59	5.1	1.7	74.6	18.6

Leaver Type	N	STUDENT SENATE/ORGANIZATIONS			
		USED, SATISFIED	USED, UNSATISFI-ED	KNEW, NOT USED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	83	7.2	7.2	71.1	14.5
TRANSFER	40	15.0	5.0	57.5	22.5
NONRETURNEE	33	3.0	.	54.5	42.4
WITHDRAWEE	60	6.7	3.3	70.0	20.0

Leaver Type	N	VETERAN SERVICES			
		USED, SATISFIED	USED, UNSATISFI-ED	KNEW, NOT USED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	83	2.4	1.2	78.3	18.1
TRANSFER	41	9.8	7.3	53.7	29.3
NONRETURNEE	33	3.0	.	42.4	54.5
WITHDRAWEE	62	3.2	3.2	58.1	35.5

Leaver Type	N	CHILD CARE			
		USED, SATISFIED	USED, UNSATISFI-ED	KNEW, NOT USED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	84	1.2	1.2	79.8	17.9
TRANSFER	42	2.4	7.1	64.3	26.2
NONRETURNEE	33	.	.	54.5	45.5
WITHDRAWEE	61	6.6	3.3	57.4	32.8

Most leavers knew of, but did not use, child care. More were unsatisfied than satisfied.

Leaver Type	N	STUDENT CENTER			
		USED, SATISFIED	USED, UNSATISFI-ED	KNEW, NOT USED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	83	45.8	7.2	42.2	4.8
TRANSFER	40	57.5	12.5	20.0	10.0
NONRETURNEE	33	39.4	3.0	30.3	27.3
WITHDRAWEE	60	28.3	5.0	35.0	31.7

Leaver Type	N	BOOKSTORE			
		USED, SATISFIED	USED, UNSATISFI-ED	KNEW, NOT USED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	86	73.3	24.4	2.3	.
TRANSFER	41	78.0	14.6	2.4	4.9
NONRETURNEE	33	69.7	18.2	9.1	3.0
WITHDRAWEE	64	92.2	1.6	6.2	.

Leaver Type	N	LIBRARY			
		USED, SATISFIED	USED, UNSATISFI-ED	KNEW, NOT USED	DID NOT KNOW
		PCT	PCT	PCT	PCT
GRADUATE	85	76.5	18.8	4.7	.
TRANSFER	42	69.0	14.3	11.9	4.8
NONRETURNEE	33	57.6	12.1	18.2	12.1
WITHDRAWEE	64	67.2	3.1	23.4	6.2

Leaver Type	N	CAMPUS EMPLOYMENT USED, SATISFIED PCT	USED, UNSATISFIED PCT	KNEW, NOT USED PCT	DID NOT KNOW PCT
GRADUATE	84	15.5	7.1	63.1	14.3
TRANSFER	42	21.4	9.5	31.0	38.1
NONRETURNEE	33	3.0	3.0	45.5	48.5
WITHDRAWEE	59	5.1	3.4	64.4	27.1

Leaver Type	N	HEALTH SERVICES USED, SATISFIED PCT	USED, UNSATISFIED PCT	KNEW, NOT USED PCT	DID NOT KNOW PCT
GRADUATE	84	26.2	3.6	56.0	14.3
TRANSFER	42	14.3	9.5	35.7	40.5
NONRETURNEE	33	3.0	3.0	30.3	53.6
WITHDRAWEE	61	6.6	4.9	52.5	36.1

Leaver Type	N	CAFETERIA USED, SATISFIED PCT	USED, UNSATISFIED PCT	KNEW, NOT USED PCT	DID NOT KNOW PCT
GRADUATE	86	76.7	17.4	5.8	.
TRANSFER	41	58.5	12.2	22.0	7.3
NONRETURNEE	33	54.5	15.2	21.2	9.1
WITHDRAWEE	61	63.9	3.3	24.6	3.2

Leaver Type	N	INTERNATIONAL STUDENTS USED, SATISFIED PCT	USED, UNSATISFI-ED PCT	KNEW, NOT USED PCT	DID NOT KNOW PCT
GRADUATE	82	3.7	2.4	59.8	34.1
TRANSFER	42	4.8	4.8	42.9	47.6
NONRETURNEE	33	3.0	.	24.2	72.7
WITHDRAWEE	60	6.7	.	46.7	46.7

Leaver Type	N	JOB PLACEMENT USED, SATISFIED PCT	USED, UNSATISFI-ED PCT	KNEW, NOT USED PCT	DID NOT KNOW PCT
GRADUATE	82	23.2	15.9	50.0	11.0
TRANSFER	41	9.8	9.8	51.2	29.3
NONRETURNEE	33	6.1	.	42.4	51.5
WITHDRAWEE	60	8.3	3.3	58.3	30.0

Only graduates used MATC job placement services to any great extent, 23.2% were satisfied and 15.9% were dissatisfied.

Leaver Type	N	CAMPUS SECURITY USED, SATISFIED PCT	USED, UNSATISFI-ED PCT	KNEW, NOT USED PCT	DID NOT KNOW PCT
GRADUATE	82	28.0	11.0	54.9	6.1
TRANSFER	42	33.3	9.5	38.1	19.0
NONRETURNEE	33	21.2	6.1	36.4	36.4
WITHDRAWEE	61	24.6	1.6	45.9	27.9

Leaver Type	N	HOUSING USED, SATISFIED PCT	USED, UNSATISFIED PCT	KNEW, NOT USED PCT	DID NOT KNOW PCT
GRADUATE	82	1.2	2.4	63.4	32.9
TRANSFER	41	4.9	7.3	48.8	39.0
NONRETURNEE	32	3.1	.	37.5	59.4
WITHDRAWEE	59	1.7	.	54.2	44.1

Leaver Type	N	MULTICULTURAL AFFAIRS USED, SATISFIED PCT	USED, UNSATISFIED PCT	KNEW, NOT USED PCT	DID NOT KNOW PCT
GRADUATE	83	.	2.4	59.0	38.6
TRANSFER	42	9.5	4.8	42.9	42.9
NONRETURNEE	33	.	3.0	30.3	66.7
WITHDRAWEE	61	9.8	3.3	50.8	36.1

More than 90% of leavers either knew and did not use or did not know about multicultural affairs services.

Leaver Type	N	STUDENT NEWSPAPER USED, SATISFIED PCT	USED, UNSATISFIED PCT	KNEW, NOT USED PCT	DID NOT KNOW PCT
GRADUATE	84	57.1	8.3	33.3	1.2
TRANSFER	41	48.8	12.2	26.8	12.2
NONRETURNEE	32	25.0	3.1	43.7	28.1
WITHDRAWEE	60	45.0	5.0	45.0	5.0

C. REASONS FOR LEAVING

The question "What was the most important reason for leaving MATC?" was asked of a sample of withdrawing students and nonreturning students. The responses to this question are shown in the following table. Rank column shows relative order based on the frequency of respondents that selected given reason as the most important for leaving.

Reason for Leaving	Withdrawing Students			Nonreturning Students		
	n	%	Rank	n	%	Rank
Personal/Family Illness	14	17.3	1	7	18.4	2
Educational Plan Change	11	13.6	2	1	2.6	9
Grade Problems	11	13.6	2	0	0.0	14
Other Personal/Family	10	12.3	4	2	5.3	5
Found Training-Related Job	6	7.4	5	1	2.6	9
Job Conflict	5	6.2	6	6	15.8	3
Found Training-Unrelated Job	4	4.9	7	0	0.0	14
Moving	4	4.9	8	2	5.3	5
Financial Problems	3	3.7	9	9	23.7	1
Transportation Problems	3	3.7	9	0	0.0	14
Other Reason	3	3.7	9	1	2.6	9
Needs Unrelated Courses	2	2.5	13	1	2.6	9
Lost Interest	2	2.5	14	1	2.6	9
Child Care Problem	0	0.0	15	3	7.9	4
Transfer Plans	0	0.0	16	2	5.3	5
Poor Quality Instruction	0	0.0	17	2	5.3	5
Total	81	100.0		38	100.0	

As shown in the table above, the four most important reasons for leaving by withdrawee respondents--1) Personal/Family Illness, 2) Educational Plan Change, 3) Grade Problems, 4) Other Personal/Family--were somewhat different from those four most important reasons for leaving by nonreturnee respondents--1) Financial Problems, 2) Personal/Family Illness, 3) Job Conflict, and 4) Child Care Problem.

These results will be verified using larger samples in the second year of the study at MATC and at other Wisconsin Technical Colleges.

The most important reason for transferring are shown in the following table along with their ranked order as preferred by transfers.

Reason for transfer	n	Percent	Rank
Advanced Degree	31	53.4%	1
Change Field	11	19.0%	2
Moving	5	8.6%	3
Poor Instruction	3	5.2%	4
Program Completion	3	5.2%	4
Professional Advancement	3	5.2%	4
Inconvenient Schedule	1	1.7%	7
Other	1	1.7%	8

The most important factors influencing upon transferring to other college is shown in the following table.

Factor in Rank Order	n	Percent
1. Career Goal Relevancy	19	33.9%
2. Program Quality	12	21.4%
3. Location	8	14.3%
4. Personal Interest	6	10.7%
5. Professional Advancement	4	7.1%
6. Personal Referrals	3	5.4%
7. Other	2	3.6%
8. Institution's Prestige	1	1.8%

D. MATC AVERAGE CREDIT COMPLETION AND GRADE POINT AVERAGES OF COHORT 89 STUDENTS

The Cohort 89 group includes these individuals who took the ASSET test and who enrolled at MATC the first semester of 1988-89. The GPA of this group includes only those who received a grade in at least one course.

On the following tables, CMP% means credit completion percentage and represents the percentage of attempted credits completed during the 1989-90 school year. The mean CMP% and GPA are shown for each ethnic group by high school certificate and ASSET scores. The mean CMP% and GPA for males and females are also shown by high school certificate and ASSET scores.

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE
BY HS CERTIFICATE (AS OF AUGUST 22, 1989)

CERTIFICATE TYPE	ETHNIC BACKGROUND GROUPS															TOTALS		
	BLACK			AMERINDIAN			WHITE			HISPANIC			ASIAN					
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
HS-DIPLOMA	773	83.4	1.65	17	87.8	2.04	1392	85.5	2.57	95	83.9	2.34	47	86.7	2.59	2324	84.8	2.27
GED	223	79.6	1.48	16	81.8	1.49	273	80.3	2.22	53	76.8	2.00	7	76.9	2.00	572	79.7	1.90
PROFICIENCY	1	50.0	.	.	.	.	1	100.0	3.56	.	.	.	.	.	.	2	75.0	3.56
COMPLT CERT	6	70.8	1.63	.	.	.	2	73.1	2.24	1	85.2	2.54	3	100.0	3.03	12	79.7	2.07
FOREIGN HS	7	95.6	2.91	.	.	.	2	100.0	3.82	2	14.3	3.00	6	100.0	2.93	17	88.1	2.95
NONGRAD HS	69	78.3	1.01	2	50.0	0.00	17	80.5	1.53	14	77.4	1.08	11	92.7	2.71	113	79.4	1.20
HS STUDENT	24	81.9	1.29	5	96.0	1.89	220	87.4	2.38	3	50.0	1.52	6	85.5	2.92	258	86.6	2.28
ALL	1103	82.3	1.58	40	84.5	1.73	1907	84.9	2.49	168	79.7	2.14	80	88.1	2.60	3298	83.9	2.18

Asians achieved a GPA of above 2.0 in every certificate type and the highest overall GPA of 2.60 and average credit completion 88.1%.

Blacks had the lowest GPA in every certificate type and in total 1.58.

Credit completion percentages were more than 70% in most cases.

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89 WITHIN ASSET READING SCORE GROUPS BY ETHNICITY (AS OF AUGUST 22, 1989)

Ethnic Background	ASSET READING SCORE												TOTALS		
	10 TO 14			15 TO 19			20 OR HIGHER			9 OR LOWER					
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
BLACK	185	74.9	1.50	293	81.8	1.67	372	80.3	1.56	27	76.9	1.34	877	79.6	1.58
AMERINDIAN	1	100.0	1.78	10	85.4	2.15	21	85.1	1.52	1	100.0	2.29	33	86.1	1.74
WHITE	59	80.4	2.11	201	86.6	2.41	1414	85.2	2.52	6	75.0	1.56	1679	85.2	2.49
HISPANIC	27	79.5	2.12	48	80.8	2.20	65	78.7	2.13	7	82.1	2.43	147	79.7	2.16
ASIAN	26	97.7	2.87	16	77.8	2.52	13	81.5	2.30	9	100.0	2.41	64	85.7	2.60
ALL	297	77.6	1.80	568	83.4	2.01	1885	84.0	2.30	50	82.0	1.73	2800	83.1	2.18

Asians and Hispanics had GPAs above 2.0 regardless of reading score.

Blacks had GPAs below 2.0 regardless of reading score.

White students had increasing GPAs with increasing reading scores.

GPA by Ethnic Group for Total Sample in Rank Order

	GPA	(% GPA Diff)[1]	n
Asian	2.60	+19	64
White	2.49	+14	1679
Hispanic	2.16	-1	147
Am Indian	1.74	-20	33
Black	1.58	-27.5	877
TOTAL GPA	2.18		

---

[1]

$$(\%\ \text{GPA Diff}) = \frac{(\text{TOTAL GPA} - \text{GPA})}{(\text{TOTAL GPA})} \times 100$$

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89 WITHIN ASSET LANGUAGE SCORE GROUPS BY ETHNICITY (AS OF AUGUST 22, 1989)

Ethnic Background	ASSET LANGUAGE SCORE									TOTALS		
	39 OR LOWER			40 TO 47			48 OR HIGHER					
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
BLACK	421	78.9	1.53	363	80.1	1.62	92	80.2	1.61	876	79.5	1.58
AMERINDIAN	8	76.2	1.79	16	91.5	1.78	9	85.2	1.62	33	86.1	1.74
WHITE	307	84.4	2.33	686	85.0	2.39	687	85.6	2.66	1680	85.2	2.49
HISPANIC	65	80.9	2.13	66	78.9	2.20	16	78.1	2.14	147	79.7	2.16
ASIAN	35	89.2	2.65	18	78.2	2.47	8	81.9	2.54	61	85.0	2.58
ALL	836	81.5	1.92	1149	83.1	2.13	812	84.8	2.51	2797	83.1	2.18

Asians and Hispanics had GPAs above 2.0 regardless of language score.

Blacks had GPAs below 2.0 regardless of language score.

White students had increasing GPAs with increasing language scores.

Ethnic Background	ASSET NUMERIC SCORE									TOTALS		
	11 OR LOWER			12 TO 18			19 OR HIGHER					
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
BLACK	270	79.0	1.50	406	78.5	1.62	201	82.5	1.59	877	79.6	1.58
AMERINDIAN	3	74.3	1.53	14	89.0	1.82	16	85.7	1.71	33	86.1	1.74
WHITE	143	82.5	2.01	543	83.3	2.35	991	86.5	2.63	1677	85.1	2.49
HISPANIC	41	83.5	2.20	58	77.5	2.31	48	79.1	1.95	147	79.7	2.16
ASIAN	10	94.0	2.78	29	87.1	2.31	25	80.8	2.88	64	85.7	2.60
ALL	467	80.8	1.75	1050	81.3	2.06	1281	85.5	2.44	2798	83.1	2.18

Asians and Whites all had GPAs above 2.0 regardless of numeric score.

White students had increasing GPAs with increasing numeric scores.

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89
WITHIN ASSET READING SCORE GROUPS BY GENDER (AS OF AUGUST 22, 1989)

Gender	ASSET READING SCORE												TOTALS		
	10 TO 14			15 TO 19			20 OR HIGHER			9 OR LOWER					
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
FEMALE	187	76.4	1.82	373	83.3	2.05	1044	83.4	2.39	36	75.6	1.66	1640	82.4	2.23
MALE	120	80.4	1.83	211	82.9	1.94	884	84.3	2.19	16	95.3	1.83	1231	83.8	2.10
ALL	307	78.0	1.83	584	83.2	2.01	1928	83.8	2.30	52	81.7	1.71	2871	83.0	2.18

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89
WITHIN ASSET LANGUAGE SCORE GROUPS BY GENDER (AS OF AUGUST 22, 1989)

Gender	ASSET LANGUAGE SCORE									TOTALS		
	39 OR LOWER			40 TO 47			48 OR HIGHER					
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
FEMALE	441	79.9	1.92	670	83.1	2.14	527	83.7	2.62	1638	82.4	2.23
MALE	415	83.3	1.94	512	82.6	2.09	301	86.5	2.34	1228	83.8	2.10
ALL	856	81.6	1.93	1182	82.9	2.12	828	84.7	2.52	2866	83.0	2.18

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89
WITHIN ASSET NUMERIC SCORE GROUPS BY GENDER (AS OF AUGUST 22, 1989)

Gender	ASSET NUMERIC SCORE									TOTALS		
	11 OR LOWER			12 TO 18			19 OR HIGHER					
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
FEMALE	333	79.5	1.82	680	81.2	2.17	626	85.2	2.52	1639	82.4	2.23
MALE	144	83.8	1.60	403	81.7	1.88	682	85.0	2.34	1229	83.8	2.10
ALL	477	80.8	1.75	1083	81.4	2.06	1308	85.1	2.43	2868	83.0	2.18

As ASSET Reading, Language, and Numeric scores increase, GPAs increase for both males and females. Mean GPAs for females are generally higher than males.

```
         AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE
                 BY HS CERTIFICATE (AS OF AUGUST 22, 1989)

*---------------------------------------------------------------------*
|CERTIFICATE TYPE |           GENDER GROUPS           |                 |
|                 |-----------------------------------|                 |
|                 |      FEMALE      |      MALE      |     TOTALS      |
|                 |------------------+----------------+-----------------|
|                 |     |CMP% | GPA |     |CMP% | GPA |     |CMP% | GPA |
|                 |     |-----+-----|     |-----+-----|     |-----+-----|
|                 |  N  |MEAN |MEAN |  N  |MEAN |MEAN |  N  |MEAN |MEAN |
|-----------------+-----+-----+-----+-----+-----+-----+-----+-----+-----|
|HS-DIPLOMA       | 1384| 84.9| 2.30|  988| 84.3| 2.23| 2372| 84.7| 2.27|
|GED              |  343| 78.7| 2.07|  244| 80.5| 1.65|  587| 79.4| 1.90|
|PROFICIENCY      |    3| 83.3| 2.62|    .|    .|    .|    3| 83.3| 2.62|
|COMPLT CERT      |    5| 65.0| 2.44|    8| 78.9| 1.85|   13| 73.6| 2.07|
|FOREIGN HS       |    5| 65.7| 2.95|   13| 97.6| 3.06|   18| 88.8| 3.04|
|NONGRAD HS       |   64| 75.5| 1.10|   53| 84.7| 1.40|  117| 79.7| 1.24|
|HS STUDENT       |  134| 84.4| 2.36|  134| 88.7| 2.17|  268| 86.5| 2.27|
|ALL              | 1938| 83.4| 2.23| 1440| 84.2| 2.10| 3378| 83.7| 2.18|
*---------------------------------------------------------------------*
```

Overall, females have slightly higher GPAs and average credit completion.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

A. CHARACTERISTICS OF PRELEAVERS AND ENROLLEES

Comparison of 21 characteristics of preleavers and ASSET tested individuals who did enroll at MATC showed no major differences between preleavers and enrolled students. The largest difference between preleavers and enrollees was in the percentage of preleavers who were high school students (19.6%) at the time they took the ASSET as compared to the 7.9% of enrolled students who were high school students.

The following results were obtained from the total ASSET test takers group in 1988-89. Both preleavers and enrollees were included since no significant differences were found between preleavers and enrollees. Tables for these results are shown in Chapter III Results, Part A.

1. ASSET Numerical Test Scores

Students with ASSET numerical scores above 19 are prepared to enter Associate Degree programs. Fifty-five percent of the White students and 21% of the minority students had ASSET numerical scores above 19.

2. ASSET Reading Scores

The distribution of ASSET reading scores by ethnic group shows the following. A score of 20 in reading can be considered a minimum for doing college work and is therefore the minimum score for nearly all Associate Degree programs. Only 33.7% of the minorities tested in the fall of 1988-89 were in this group, while 80.2% of the White students fell in this category.

The second category (15-19) is considered for students to enter the Crossover program. Only 12.4% of the White students, while 27.3% of the minority students had reading scores in this category.

Students in the third category (10-14) of reading scores are usually recommended for Basic Skills Level II (a kind of Pre-Crossover) or certain less rigorous diploma programs. Twenty-seven percent of the minority students and approximately six percent of the White students were in this category.

The lowest category (0-9) represents students who would be in Basic Skills Level I or Literacy Training. Nearly 12% of the minority students and 1.5% of the White students fell into this category.

3. Ethnicity and Gender

Although the majority of this group was female, the distribution of gender varied by ethnic group. The Black group had the lowest percentage of males enrolled (36.8%) followed by White (47.4%), Hispanic (47.9%), and American Indian (50.7%). The Asian group had the highest percent of males (64.0%) enrolled.

4. Age

The White students starting programs in the fall of 1988 were generally younger than the minority students. Approximately 37% of the White and American Indian students were under age twenty. Only 24% of the Black and Hispanic students and 17% of the Asian students were under age twenty. The largest percentage of Asian (59.1%), Hispanic (51.8%) and Black (48.1%) students were in the 20 to 29 age group. White (43.7%) and American Indian (39.7%) were in the 20 to 29 age groups at rates slightly higher than in the under 20 age group.

5. Reason for Attending MATC

The majority of each ethnic group chose job preparation or job advancement as the reason for attending MATC.

6. Program Certainty

All ethnic groups were sure of their program choice. The Asian students were less sure of their program choice than all of the other groups.

7. Career Certainty

Students were slightly less sure of their career than their program. The Asian students, again, showed the least surety of all groups.

8. Amount of Education Planned

A larger percent of minority students intended to get graduate or professional degrees than White students. A higher percentage of Hispanic students intended to get four-year degrees than the other ethnic groups. In each ethnic group the majority of students intended to get less than a baccalaureate.

9. MATC Educational Plan

Eighty-six percent of these students intended to earn a two-year degree or a diploma. Black (86.9%), White (86.5%), and Hispanic (84.0%) students had similar degree and diploma total percentages although White students were more likely to select a two-year degree. Asian (18.1%) and American Indian (15.4%) students indicated the highest percentage of undecided responses, while Black students (8.4%) indicate the lowest percentage of undecided responses.

10. Financial Aid Help

Over 70% of the minority students indicated they need help with financial aid while less than half of the White students requested help. Black students at 77.1% represented the largest percentage requesting help with financial aid. The actual number of White students (1,616) and Black students (1,640) requesting help with financial aid were nearly equal.

11. High School Completion

Over 18% of program applicants had GEDs. American Indian (34.3%), Hispanic (31.3%), and Black (23.6%) students had the highest percentage of program applicants with GEDs. The actual number of White students (494) and Black students (520) with GEDs were fairly close.

12. English as First Language

While the first language for nearly all of the Black, American Indian, and White students, English was clearly the second language for 80% of the Asian students and nearly half of the Hispanic students.

B. COMPARISON OF CHARACTERISTICS OF WITHDRAWING, NONRETURNING, TRANSFERRING, AND GRADUATING LEAVERS

The number of students in Cohort 89 and involved in this study was 2,513. Of these, 880 or 35%, were either leavers by withdrawing 226 (9%), not returning the following semester 352 (14%), transferring to other institutions 126 (5%), or graduating 176 (7%). Sixty-five percent (65%) were still enrolled at the beginning of the Fall term 1989/90 and are considered persisters.

The following results were obtained from a sample of 269 leavers who responded to a questionnaire. Tables for these results are shown in Chapter III Results, Section B. Only items in which there were large differences in responses by leaver type are included.

1. Admission Requirements

Withdrawees were very satisfied (70.4%) with admission requirements. Other leavers were mostly satisfied.

2. Testing Procedures

Withdrawees were very satisfied (57.4%) with testing procedures. Other leavers were mostly satisfied.

3. Registration Process

Withdrawees were the most satisfied with the registration process. Transfer students were the most dissatisfied.

4. Athletic Facilities

A majority of leavers except graduates (43.5%) did not know about MATC athletic facilities.

5. Study Areas

Graduates were the most dissatisfied (23.3%) with personal study areas.

6. Racial Harmony

A large majority of all leavers were satisfied with the racial harmony climate at MATC. Less than 10% were dissatisfied. Only graduates had more than 10% (16.1%) indicating dissatisfaction.

7. Overall MATC Climate

Withdrawees were the most satisfied with the overall MATC climate. A large majority of leavers, over 85%, were satisfied.

8. Faculty Attitudes Towards Students

Nonreturnees were the most dissatisfied (25%) with faculty's attitudes towards students. A large majority (about 80%) of leavers were satisfied.

9. Staff Attitudes Towards Students

Transfer students were the most dissatisfied (24.4%) with the MATC staff's attitudes toward students. A large majority (about 68%) of leavers were satisfied. Many, including 28.1% of nonreturnees, did not know.

10. Instructor Availability

A large majority of leavers were satisfied with instructor availability. More than one-third (34.4%) of withdrawees did not know.

11. Counselor Availability

Graduates were the most satisfied with counselor availability. A high percentage (45.2%) of withdrawees did not know.

12. Quality of Instruction

About 95% of leavers were satisfied with the quality of instruction. Nonreturnees had 15.2% dissatisfied as compared to 3.2% of withdrawees.

13. Training Relevance to Employment

Graduates were the most satisfied with training relevance to employment. Only 9.2% of graduates were dissatisfied. About one-third of other leavers did not know.

14. Academic Calendar

Withdrawees were the most dissatisfied (13.1%) with the academic calendar. Only about 3% of other leavers were dissatisfied.

15. Academic Probation/Suspension Policies

Nonreturnees were the most dissatisfied (18.2%) with academic probation/ suspension policies.

16. Financial Aid Availability

Nonreturnees were the most dissatisfied (29.0%) with financial aid availability.

17. Guidance/Counseling

A majority (58.1%) of nonreturnees either did not know but did not use (48.4%) or did not know (9.7%) about guidance/counseling services.

18. Academic Advising

A large majority (71%) of nonreturnees knew but did not use (38.7%) or did not know (32.3%) about academic advising.

19. Tutoring

A large majority (more than 85%) of nonreturnees or withdrawees knew but did not use or did not know about tutoring.

20. Financial Aid

Nonreturnees who used financial aid were the most dissatisfied (26.5%).

21. Job Placement

Only graduates used MATC job placement services to any great extent, 23.2% were satisfied and 15.9% were dissatisfied.

22. Multicultural Affairs

More than 90% of leavers either knew and did not use or did not know about multicultural affairs services.

C. REASONS FOR LEAVING

The major reasons for leaving by withdrawing students were:

1. Personal Family Illness	17.6%
2. Educational Plan Change	13.6%
3. Grade Problems	13.6%
4. Other Personal/Family	12.3%
5. Found Training Related Work	7.4%

The major reasons for leaving by nonreturning students were:

1. Financial Problems	23.7%
2. Personal/Family Illness	18.4%
3. Job Conflict	15.8%
4. Child Care Problem	7.9%

The most important reasons for transferring were:

1. Advanced Degree	53.4%
2. Change Career Field	19.0%

The most important factors in transferring were:

1. Career Goal Relevance	33.9%
2. Program Quality	21.4%
3. Location	14.3%

D. MATC AVERAGE CREDIT COMPLETION AND GRADE POINT AVERAGES OF 1988/89 ASSET TESTED ENROLLEES

Tables showing the results below can be found in Chapter III Results, Part D.

1. Foreign high school graduates had the highest mean GPAs, 2.99 (N=17).
2. High school graduates had a higher mean GPA, 2.27 (N=2,324) than GED completers, 1.90 (N=152).
3. Asians achieved a mean GPA of above 2.0 in every high school certificate type and the highest overall mean GPA of any group, 2.60, and average credit completion 88.1% of credits attempted.
4. Blacks had the lowest mean GPA in every high school certificate type and in total, 1.58.
5. ASSET test scores by ethnic group and gender in Reading, Language, and Numeric skills indicated the following:
    a. Contrary to the common assumption that ASSET scores should have predictive validity, ASSET Reading, Language, or Numeric scores are not predictive for any minority group or whites. ASSET tests are used as a diagnostic tool to admit students to programs and not necessarily to assess later performance.

    b. White students had increasing GPAs with increasing reading, language, or numeric ASSET scores.

    c. Asians and Hispanics had mean GPAs above 2.0 regardless of reading or language ASSET scores.

    d. Asians and Whites had mean GPAs above 2.0 regardless of ASSET numeric score.

e. Blacks had mean GPAs below 2.0 regardless of reading, language, and numeric ASSET scores.

GPA by Ethnic Group for Total Sample in Rank Order

	GPA	(% GPA Diff)[2]	n
Asian	2.60	+19%	64
White	2.49	+14%	1679
Hispanic	2.16	-1%	147
AmIndian	1.74	-20%	33
Black	1.58	-27.5%	877
TOTAL GPA	2.18		

Overall, females had higher mean GPAs, 2.23, than males, 2.10, and slightly higher credit completion rate, 84.2% to 83.4%.

---

[2]

$$(\%\ \text{GPA Diff}) = \frac{(\text{TOTAL GPA} - \text{GPA})}{(\text{TOTAL GPA})} \times 100$$

ASSET SCORES AND GPA BY HIGH SCHOOL ATTENDED

Tables 1, 2, and 3 show ASSET numeric scores, reading scores, language scores, and mean grade point averages, respectively, by high school attended. Some highlights shown on these tables are as follows:

1. GPA increases with ASSET numeric, reading, and language scores. Students in the lowest grouping have mean GPAs below 2.0 for all three ASSET tests. Students with ASSET scores above the following scores had mean GPAs above 2.0: Numeric 12 or above, Reading 15 or above, Language 40 or above.
2. Sixty-five (84%) of 77 high schools showed total mean GPA above 2.0. Highest mean GPA for high schools with more than 10 students was 2.78 for 17 students from Brown Deer.
3. Twelve high schools had mean GPAs less than 2.0. Seven (7) of 16 (44%) Milwaukee high schools had mean GPAs less than 2.0. Riverside had the lowest mean GPA of 1.43 for 54 students.
4. Ninety-four (94) students from Milwaukee Adult High School (MATC) have a mean GPA of 1.94.

TABLE 1

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89
WITHIN ASSET NUMERIC SCORE GROUPS BY HIGH SCHOOL (AS OF AUGUST 22, 1989

High School Name	ASSET NUMERIC SCORE											
	11 OR LOWER			12 TO 18			19 OR HIGHER			TOTALS		
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
BAYVIEW	8	78.5	1.96	36	83.7	2.13	49	89.2	2.55	93	86.1	2.34
CUSTER	11	84.4	1.71	26	77.9	2.04	38	89.4	2.07	75	84.6	2.01
HAMILTON	7	72.0	1.81	22	82.9	1.86	27	84.9	2.42	56	82.5	2.12
JUNEAU	8	66.2	1.66	12	74.2	1.90	11	92.0	1.50	31	78.4	1.70
KING	9	77.1	1.77	17	81.1	1.85	26	85.4	2.03	52	82.6	1.93
MADISON	7	79.1	1.57	32	88.1	1.83	30	86.0	2.65	69	86.3	2.16
MARSHALL	15	87.0	1.57	30	66.5	1.79	21	84.5	1.73	66	76.9	1.72
MILW TECH	4	64.6	1.32	25	89.0	2.04	62	83.4	2.39	91	84.1	2.25
NORTH DIVISION	28	79.9	1.83	33	72.9	1.38	22	73.3	2.20	83	75.4	1.75
PULASKI	9	82.1	1.65	23	82.3	2.31	44	88.7	2.27	76	86.0	2.21
RIVERSIDE	12	80.1	0.85	20	73.0	1.32	22	77.9	1.85	54	76.6	1.43
SOUTH DIVISION	17	81.3	2.01	31	75.5	2.17	23	83.1	2.39	71	79.3	2.20
VINCENT	9	81.9	1.25	20	72.5	1.40	11	66.1	1.74	40	72.8	1.46
WASHINGTON	24	95.2	1.65	36	87.2	1.62	23	69.3	1.56	83	84.6	1.61
WEST DIV/ARTS	14	72.6	2.15	21	78.1	2.05	9	87.7	2.14	44	78.3	2.10
OTHER MILW PUBLIC	6	89.2	1.91	2	100.0	3.37	4	87.5	2.22	12	90.5	2.26
MATC ADULT HS	21	74.5	1.63	40	79.3	2.13	33	80.9	1.92	94	78.8	1.94
DIVINE SAV/HOL ANGEL	4	93.7	2.81	2	100.0	3.55	2	100.0	2.72	8	96.9	2.97
MARQUETTE	.	.	.	.	.	.	3	74.4	2.32	3	74.4	2.32
MESSMER	1	36.4	3.04	6	96.7	1.69	7	100.0	2.69	14	94.0	2.29
MILW LUTHERAN	1	100.0	1.76	6	80.7	1.67	14	78.4	2.30	21	80.1	2.09
NOTRE DAME	3	100.0	1.97	3	66.7	3.07	3	100.0	3.75	9	88.9	2.93
PIUS	5	50.0	1.82	29	78.7	2.40	27	81.9	2.43	61	77.8	2.37
ST JOAN ANTIDA	6	79.7	2.26	8	100.0	2.84	6	70.8	1.02	20	85.2	2.12
ST MARY ACADEMY	2	75.0	2.92	7	89.3	1.20	10	77.4	2.83	19	81.5	2.24
THOMAS MOORE	1	50.0	1.95	9	97.4	2.03	13	92.0	2.53	23	92.3	2.31
WISCONSIN LUTHERAN	1	100.0	2.58	4	95.6	2.09	10	95.7	2.91	15	96.0	2.67
OTHER MILW PRIV	.	.	.	3	80.6	1.89	3	100.0	1.94	6	90.3	1.92
DODGE COUNTY	.	.	.	.	.	.	2	83.3	1.90	2	83.3	1.90
WALWORTH COUNTY	.	.	.	.	.	.	4	100.0	2.41	4	100.0	2.41
CUDAHY	3	88.9	2.43	11	76.4	2.19	22	90.7	2.94	36	86.2	2.67
FRANKLIN	2	87.5	1.81	6	94.4	1.84	22	87.7	2.56	30	89.0	2.36
BROWN DEER	2	83.3	3.39	4	100.0	2.41	11	97.9	2.80	17	96.7	2.73
GREENDALE	1	100.0	3.08	15	83.4	2.48	21	81.1	2.56	37	82.6	2.54
GREEFIELD	5	80.5	1.85	13	89.6	2.12	27	87.2	2.65	45	87.2	2.41
MARTIN LUTHER	1	54.5	3.00	1	100.0	2.16	.	.	.	2	77.3	2.58
MILW UNIVERSITY	.	.	.	.	.	.	1	100.0	4.00	1	100.0	4.00
NICOLET	2	96.2	2.31	8	90.4	1.52	12	78.6	2.13	22	84.5	1.93
SHOREWOOD	2	75.0	1.22	5	67.2	1.84	5	75.9	2.06	12	72.1	1.83
SOUTH MILWAUKEE	5	77.1	1.54	15	85.6	2.18	34	85.1	2.59	54	84.5	2.38
OAK CREEK	.	.	.	15	89.6	2.34	37	89.1	2.46	52	89.2	2.43
ST FRANCIS	2	100.0	1.87	13	80.0	2.48	10	97.7	2.43	25	88.7	2.41
WAUWATOSA EAST	2	100.0	1.93	15	80.9	2.42	16	76.1	2.80	33	79.8	2.58
WAUWATOSA WEST	2	84.6	1.66	2	75.1	2.29	17	88.4	2.74	21	86.8	2.60
WEST ALLIS CENTRAL	6	85.5	1.38	14	87.6	2.61	24	88.5	2.57	44	87.8	2.42
WEST ALLIS HALE	4	80.0	1.46	12	81.2	2.13	26	85.7	2.78	42	83.9	2.47

Table 1 (Continued)

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89
WITHIN ASSET NUMERIC SCORE GROUPS BY HIGH SCHOOL (AS OF AUGUST 22, 1989)

High School Name	ASSET NUMERIC SCORE									TOTALS		
	11 OR LOWER			12 TO 18			19 OR HIGHER					
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
WEST MILWAUKEE	2	75.0	2.17	5	95.7	1.67	9	84.6	2.69	16	86.9	2.31
WHITE FISH BAY	.	.	.	7	95.7	2.48	12	76.2	2.08	19	83.7	2.23
DOMINICAN	2	100.0	2.61	9	97.2	2.11	8	79.9	2.66	19	90.2	2.39
WHITNALL	3	92.9	2.14	4	82.1	2.55	15	88.7	2.68	22	88.1	2.58
OTHER MILW	2	87.5	1.03	2	25.0	2.27	4	93.7	2.22	8	75.0	1.94
CEDARBURG	.	.	.	3	89.7	2.04	9	86.3	2.83	12	87.2	2.64
FREDONIA	.	.	.	.	.	.	5	76.0	3.07	5	76.0	3.07
GRAFTON	.	.	.	6	73.3	1.63	9	79.8	2.25	15	77.2	2.00
HOMESTEAD	1	75.0	2.43	7	83.8	2.52	6	62.8	1.58	14	74.2	2.11
PORT WASHINGTON	.	.	.	4	82.9	2.59	3	80.6	2.74	7	81.9	2.66
OTHER OZAUKEE	.	.	.	.	.	.	1	100.0	2.82	1	100.0	2.82
WASHINGTON HIGH	3	96.4	2.02	10	88.3	2.67	11	95.9	2.63	24	92.8	2.57
OTHER WASH COUNTY	1	100.0	2.78	6	72.2	2.06	13	79.1	2.53	20	78.1	2.40
BROOKFIELD CENT	2	75.0	1.96	1	66.7	3.00	6	78.8	2.84	9	76.6	2.67
BROOKFIELD EAST	.	.	.	7	75.9	2.66	2	100.0	3.24	9	81.2	2.79
MENOM FALLS NOR	1	25.0	2.38	.	.	.	1	100.0	4.00	2	62.5	3.19
MENOM FALLS EAST	1	100.0	3.44	3	100.0	3.19	9	94.4	2.50	13	96.1	2.73
MUSKEGO	1	100.0	1.81	1	0.0	3.19	12	92.5	3.12	14	86.4	3.03
EISENHOWER	.	.	.	5	100.0	2.77	6	89.4	2.45	11	94.2	2.59
NEW BERLIN	.	.	.	5	66.7	1.87	5	100.0	3.66	10	83.3	2.76
WAUKESHA NOR/SOU	2	66.7	1.60	7	82.7	2.13	8	89.7	2.42	17	84.1	2.21
WAUKESHA MEMORIAL	.	.	.	2	100.0	2.55	5	73.3	1.96	7	81.0	2.13
OTHER WAUKESHA	2	50.0	1.70	8	59.7	1.24	15	91.1	2.88	25	77.7	2.26
RACINE COUNTY	1	75.5	3.00	6	82.1	2.95	21	84.1	1.91	28	83.3	2.17
KENOSHA COUNTY	.	.	.	2	100.0	2.71	9	89.5	2.32	11	91.4	2.39
SHEBOYGAN COUNTY	1	100.0	3.40	2	50.0	2.91	6	93.5	3.52	9	84.6	3.37
FOND DU LAC COUNTY	.	.	.	1	100.0	3.00	2	90.6	3.08	3	93.7	3.06
OTHER WISCONSIN HS	23	77.8	1.78	78	85.3	2.18	84	87.7	2.69	185	85.4	2.36
OTHER STATES HS	39	80.4	1.55	143	82.2	2.18	101	83.0	2.46	333	82.0	2.10
OTHER COUNTRIES HS	1	60.0	3.63	.	.	.	.	.	.	1	60.0	3.63
GED TEST ONLY	1	0.0	0.00	.	.	.	.	.	.	1	0.0	0.00
ALL	411	80.4	1.75	986	81.9	2.08	1241	85.2	2.43	2638	83.2	2.15

TABLE 2

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89
WITHIN ASSET READING SCORE GROUPS BY HIGH SCHOOL (AS OF AUGUST 22, 1989)

High School Name	ASSET READING SCORE												TOTALS		
	10 TO 14			15 TO 19			20 OR HIGHER			9 OR LOWER					
	N	CMP% MEAN	GPA MEAN	N	CMP% MEAN	GPA MEAN	N	CMP% MEAN	GPA MEAN	N	CMP% MEAN	GPA MEAN	N	CMP% MEAN	GPA MEAN
BAYVIEW	7	72.0	2.30	19	90.4	2.17	65	86.7	2.45	2	75.0	0.54	93	86.1	2.34
CUSTER	5	66.5	2.15	18	95.2	1.81	52	82.7	2.06	.	.	.	75	84.5	2.01
HAMILTON	7	84.4	1.89	13	76.7	1.53	34	86.2	2.43	3	66.7	2.08	57	82.8	2.14
JUNEAU	3	36.7	1.45	5	81.5	1.83	22	83.1	1.73	1	85.0	1.00	31	78.4	1.70
KING	4	75.0	1.90	8	73.7	2.34	39	84.7	1.84	1	100.0	1.95	52	82.6	1.93
MADISON	9	75.6	2.06	8	90.1	2.00	49	88.8	2.32	3	66.7	0.31	69	86.3	2.16
MARSHALL	9	71.0	1.43	23	81.1	1.64	34	75.7	1.85	.	.	.	66	76.9	1.72
MILW TECH	4	73.5	2.06	20	83.0	1.57	68	85.3	2.48	.	.	.	92	84.3	2.26
NORTH DIVISION	20	81.5	1.50	22	72.1	1.15	39	72.8	2.15	2	100.0	2.90	83	75.4	1.75
PULASKI	6	83.3	2.24	14	90.1	1.82	56	85.2	2.30	.	.	.	76	86.0	2.21
RIVERSIDE	7	75.3	0.52	18	80.3	1.24	26	74.2	1.83	3	77.8	1.30	54	76.6	1.43
SOUTH DIVISION	12	83.3	2.22	19	82.7	1.97	40	76.5	2.31	.	.	.	71	79.3	2.20
VINCENT	2	30.0	2.31	13	76.6	1.28	25	74.3	1.49	.	.	.	40	72.8	1.46
WASHINGTON	17	92.5	1.72	21	80.1	1.70	45	83.6	1.53	.	.	.	83	84.6	1.61
WEST DIV/ARTS	8	86.4	1.86	18	72.2	2.12	17	79.8	2.19	1	100.0	2.00	44	78.3	2.10
OTHER MILW PUBLIC	1	75.0	2.70	4	100.0	2.72	6	90.3	2.18	1	68.7	0.45	12	90.5	2.26
MATC ADULT HS	23	81.8	1.72	16	80.6	2.10	55	77.0	1.99	.	.	.	94	78.8	1.94
DIVINE SAV/HOL ANGEL	1	100.0	2.09	2	100.0	2.66	5	95.0	3.27	.	.	.	8	96.9	2.97
MARQUETTE	.	.	.	.	.	.	3	74.4	2.32	.	.	.	3	74.4	2.32
MESSMER	.	.	.	1	100.0	0.00	13	93.6	2.46	.	.	.	14	94.0	2.29
MILW LUTHERAN	.	.	.	1	100.0	1.76	20	79.1	2.11	.	.	.	21	80.1	2.09
NOTRE DAME	.	.	.	2	100.0	2.45	7	85.7	3.06	.	.	.	9	88.9	2.93
PIUS	6	70.0	1.90	8	80.0	2.24	47	78.4	2.45	.	.	.	61	77.8	2.37
ST JOAN ANTIDA	2	76.9	2.03	3	86.7	1.00	15	86.0	2.35	.	.	.	20	85.2	2.12
ST MARY ACADEMY	1	50.0	3.25	.	.	.	18	83.3	2.18	.	.	.	19	81.5	2.24
THOMAS MOORE	.	.	.	2	88.5	2.62	21	92.6	2.28	.	.	.	23	92.3	2.31
WISCONSIN LUTHERAN	.	.	.	1	100.0	0.50	14	95.7	2.83	.	.	.	15	96.0	2.67
OTHER MILW PRIV	.	.	.	1	100.0	3.00	5	88.3	1.70	.	.	.	6	90.3	1.92
DODGE COUNTY	.	.	.	.	.	.	2	83.3	1.90	.	.	.	2	83.3	1.90
WALWORTH COUNTY	.	.	.	.	.	.	4	100.0	2.41	.	.	.	4	100.0	2.41
CUDAHY	.	.	.	2	75.0	1.71	34	86.9	2.74	1	100.0	2.81	37	86.5	2.68
FRANKLIN	1	100.0	0.46	5	86.0	2.59	24	89.2	2.40	.	.	.	30	89.0	2.36
BROWN DEER	.	.	.	3	88.9	2.67	14	98.4	2.80	.	.	.	17	96.7	2.78
GREENDALE	2	30.0	2.80	3	88.9	2.60	32	85.3	2.52	.	.	.	37	82.6	2.54
GREENFIELD	1	100.0	2.35	5	91.1	1.62	38	86.0	2.49	.	.	.	44	86.9	2.38
MARTIN LUTHER	.	.	.	1	100.0	2.16	1	54.5	3.00	.	.	.	2	77.3	2.58
MILW UNIVERSITY	.	.	.	.	.	.	1	100.0	4.00	.	.	.	1	100.0	4.00
NICOLET	4	60.8	1.24	1	100.0	1.67	17	84.4	2.10	.	.	.	22	84.5	1.93
SHOREWOOD		.	.	.	.	.	11	78.7	1.99	1	0.0	0.00	12	72.1	1.83
SOUTH MILWAUKEE	5	77.1	1.72	5	71.4	3.10	44	86.8	2.37	.	.	.	54	84.5	2.36
OAK CREEK	1	66.7	1.47	12	89.2	2.67	39	89.9	2.38	.	.	.	52	89.2	2.43
ST FRANCIS	1	100.0	1.20	4	91.7	2.61	20	87.5	2.43	.	.	.	25	88.7	2.41
WAUWATOSA EAST	1	100.0	0.28	3	100.0	2.26	29	77.0	2.69	.	.	.	33	79.9	2.58
WAUWATOSA WEST	1	100.0	2.62	3	85.4	2.48	17	86.3	2.61	.	.	.	21	86.8	2.60
WEST ALLIS CENTRAL	.	.	.	6	86.0	2.49	38	88.1	2.41	.	.	.	44	87.8	2.42
WEST ALLIS HALE	.	.	.	4	75.0	1.13	36	86.2	2.65	2	60.0	1.79	42	83.9	2.47

Table 2 (Continued)

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89
WITHIN ASSET READING SCORE GROUPS BY HIGH SCHOOL (AS OF AUGUST 22, 1989)

High School Name	ASSET READING SCORE												TOTALS		
	10 TO 14			15 TO 19			20 OR HIGHER			9 OR LOWER					
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
WEST MILWAUKEE	.	.	.	1	100.0	0.00	15	86.0	2.46	.	.	.	16	86.9	2.31
WHITE FISH BAY	1	100.0	2.00	3	84.4	2.52	15	82.5	2.19	.	.	.	19	83.7	2.23
DOMINICAN	1	100.0	2.45	2	87.5	1.96	16	89.9	2.44	.	.	.	19	90.2	2.39
WHITNALL	.	.	.	3	76.2	1.98	19	90.0	2.67	.	.	.	22	88.1	2.58
OTHER MILW	1	0.0	1.54	3	91.7	1.35	4	81.2	2.47	.	.	.	8	75.0	1.94
CEDARBURG	.	.	.	2	73.1	2.04	10	90.0	2.76	.	.	.	12	87.2	2.64
FREDONIA	1	100.0	2.50	.	.	.	4	70.0	3.21	.	.	.	5	76.0	3.07
GRAFTON	.	.	.	2	87.5	2.74	12	73.6	1.84	1	100.0	2.53	15	77.2	2.00
HOMESTEAD	1	75.0	2.43	1	50.0	2.23	12	76.1	2.07	.	.	.	14	74.2	2.11
PORT WASHINGTON	.	.	.	2	75.0	1.95	5	84.6	2.94	.	.	.	7	81.9	2.66
OTHER OZAUKEE	.	.	.	.	.	.	1	100.0	2.82	.	.	.	1	100.0	2.82
WASHINGTON HIGH	2	100.0	1.67	2	68.9	2.16	18	94.4	2.87	2	94.6	1.22	24	92.8	2.57
OTHER WASH COUNTY	.	.	.	1	33.3	1.00	19	80.4	2.47	.	.	.	20	78.1	2.40
BROOKFIELD CENT	.	.	.	.	.	.	9	76.6	2.67	.	.	.	9	76.6	2.67
BROOKFIELD EAST	.	.	.	1	100.0	3.68	8	78.9	2.68	.	.	.	9	81.2	2.79
MENOM FALLS NOR	.	.	.	.	.	.	2	62.5	3.19	.	.	.	2	62.5	3.19
MENOM FALLS EAST	.	.	.	2	100.0	3.21	11	95.5	2.64	.	.	.	13	96.2	2.73
MUSKEGO	.	.	.	1	62.5	2.27	13	88.2	3.09	.	.	.	14	86.4	3.03
EISENHOWER	1	81.2	2.31	2	100.0	2.94	8	94.4	2.54	.	.	.	11	94.2	2.59
NEW BERLIN	.	.	.	1	100.0	3.11	9	81.5	2.72	.	.	.	10	83.3	2.76
WAUKESHA NOR/SOU	.	.	.	2	66.7	1.60	15	86.4	2.29	.	.	.	17	84.1	2.21
WAUKESHA MEMORIAL	.	.	.	2	100.0	2.55	5	73.3	1.96	.	.	.	7	81.0	2.13
OTHER WAUKESHA	.	.	.	1	100.0	0.52	24	76.8	2.33	.	.	.	25	77.7	2.26
RACINE COUNTY	1	75.5	3.00	3	93.3	3.00	24	82.4	2.03	.	.	.	29	83.3	2.17
KENOSHA COUNTY	.	.	.	1	100.0	3.67	10	90.6	2.26	.	.	.	11	91.4	2.39
SHEBOYGAN COUNTY	.	.	.	3	100.0	3.73	6	76.9	3.19	.	.	.	9	84.6	3.37
FOND DU LAC COUNTY	.	.	.	.	.	.	3	93.7	3.06	.	.	.	3	93.7	3.06
OTHER WISCONSIN HS	20	79.8	2.06	34	82.1	2.28	129	87.0	2.42	2	100.0	3.20	185	85.4	2.35
OTHER STATES HS	58	74.8	1.93	108	83.7	2.13	157	83.1	2.15	10	87.7	1.90	333	82.0	2.10
OTHER COUNTRIES HS	.	.	.	1	60.0	3.63	.	.	.	.	.	.	1	60.0	3.63
GED TEST ONLY	.	.	.	.	.	.	1	0.0	0.00	.	.	.	1	0.0	0.00
ALL	258	78.0	1.85	521	83.3	1.99	1825	84.0	2.31	36	81.2	1.67	2640	83.3	2.19

TABLE 3

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89 WITHIN ASSET LANGUAGE SCORE GROUPS BY HIGH SCHOOL (AS OF AUGUST 22, 1989)

High School Name	ASSET LANGUAGE SCORE											
	39 OR LOWER			40 TO 47			48 OR HIGHER			TOTALS		
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
BAYVIEW	25	81.5	2.17	40	86.2	2.07	28	90.2	2.86	93	86.1	2.34
CUSTER	28	84.5	1.91	32	81.0	1.67	15	92.6	2.90	75	84.6	2.01
HAMILTON	17	84.8	2.15	21	85.9	2.16	19	77.6	2.11	57	82.8	2.14
JUNEAU	10	69.8	2.24	15	80.5	1.61	6	87.6	1.02	31	78.4	1.70
KING	19	78.4	1.68	18	91.3	2.24	15	77.4	1.86	52	82.6	1.93
MADISON	20	79.1	2.28	29	85.1	2.16	20	95.2	2.04	69	86.3	2.16
MARSHALL	23	77.3	1.51	30	78.0	1.65	13	73.7	2.25	66	76.9	1.72
MILW TECH	28	75.4	1.82	39	89.9	2.31	25	85.5	2.69	92	84.3	2.26
NORTH DIVISION	38	69.9	1.40	31	79.6	2.04	14	80.8	2.06	83	75.4	1.75
PULASKI	11	90.1	1.45	36	82.8	2.05	29	88.3	2.69	76	86.0	2.21
RIVERSIDE	25	78.5	1.31	18	74.1	0.95	11	76.2	2.50	54	76.6	1.43
SOUTH DIVISION	22	77.3	1.97	34	76.6	2.20	15	88.3	2.55	71	79.3	2.20
VINCENT	11	82.9	1.00	19	65.3	1.45	10	76.0	1.99	40	72.8	1.46
WASHINGTON	35	91.2	1.89	34	83.2	1.38	14	71.4	1.48	83	84.6	1.61
WEST DIV/ARTS	18	80.8	2.12	18	77.7	2.01	8	74.3	2.25	44	78.3	2.10
OTHER MILW PUBLIC	8	88.8	2.03	3	91.7	2.62	1	100.0	3.00	12	90.5	2.26
MATC ADULT HS	36	86.4	2.03	44	72.3	1.76	14	79.4	2.28	94	78.8	1.94
DIVINE SAV/HOL ANGEL	2	100.0	2.71	1	75.0	2.81	5	100.0	3.11	8	96.9	2.97
MARQUETTE	.	.	.	1	100.0	2.20	2	61.5	2.38	3	74.4	2.32
MESSMER	6	100.0	1.16	3	93.3	2.66	5	87.3	3.41	14	94.0	2.29
MILW LUTHERAN	3	68.3	1.83	9	77.8	1.68	9	86.3	2.59	21	80.1	2.09
NOTRE DAME	1	100.0	1.00	2	100.0	2.45	6	83.3	3.41	9	88.9	2.93
PIUS	12	83.9	2.21	24	82.7	2.26	25	70.0	2.54	61	77.6	2.37
ST JOAN ANTIDA	8	89.2	1.94	5	72.9	2.56	7	89.3	2.00	20	85.2	2.12
ST MARY ACADEMY	1	100.0	1.86	6	84.6	2.37	12	78.5	2.20	19	81.5	2.24
THOMAS MOORE	6	87.8	2.52	9	94.4	2.03	8	93.2	2.47	23	92.3	2.31
WISCONSIN LUTHERAN	1	100.0	0.50	4	84.8	2.78	10	100.0	2.95	15	96.0	2.67
OTHER MILW PRIV	1	100.0	3.00	4	85.4	1.31	1	100.0	3.25	6	90.3	1.92
DODGE COUNTY	.	.	.	.	.	.	2	83.3	1.90	2	83.3	1.90
WALWORTH COUNTY	1	100.0	2.90	.	.	.	3	100.0	2.25	4	100.0	2.41
CUDAHY	5	73.9	2.24	16	88.8	2.56	16	88.3	2.95	37	86.6	2.68
FRANKLIN	7	90.0	2.07	13	87.8	2.47	10	90.0	2.44	30	89.0	2.36
BROWN DEER	1	100.0	3.17	7	96.7	2.39	9	96.3	3.04	17	96.7	2.78
GREENDALE	5	73.3	1.91	18	80.5	2.51	14	88.5	2.81	37	82.6	2.54
GREEFIELD	6	87.0	2.20	18	88.7	2.26	21	85.9	2.60	45	87.2	2.41
MARTIN LUTHER	.	.	.	2	77.3	2.58	.	.	.	2	77.3	2.58
MILW UNIVERSITY	.	.	.	.	.	.	1	100.0	4.00	1	100.0	4.00
NICOLET	5	100.0	2.17	10	86.5	1.97	7	70.4	1.70	22	84.5	1.93
SHORSWOOD	3	44.4	0.23	5	72.6	2.29	4	92.3	2.45	12	72.1	1.83
SOUTH MILWAUKEE	7	81.0	2.12	25	86.3	2.67	22	83.5	2.13	54	84.5	2.38
OAK CREEK	5	70.5	2.39	18	89.5	1.94	29	92.3	2.74	52	89.2	2.43
ST FRANCIS	5	93.3	2.54	9	85.9	2.12	11	86.6	2.59	25	88.7	2.41
WAUWATOSA EAST	7	88.0	2.19	6	77.8	2.53	20	77.5	2.73	33	79.8	2.58
WAUWATOSA WEST	3	83.5	2.29	9	88.2	2.33	9	86.5	2.96	21	86.8	2.60
WEST ALLIS CENTRAL	4	89.2	1.42	29	87.2	2.43	11	88.9	2.76	44	87.8	2.42
WEST ALLIS HALE	5	64.0	1.14	19	86.5	2.38	18	86.6	2.93	42	83.9	2.47

Table 3 (Continued)

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89 WITHIN ASSET LANGUAGE SCORE GROUPS BY HIGH SCHOOL (AS OF AUGUST 22, 1989)

High School Name	ASSET LANGUAGE SCORE											
	39 OR LOWER			40 TO 47			48 OR HIGHER			TOTALS		
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
WEST MILWAUKEE	3	83.3	2.27	7	92.7	2.12	6	81.9	2.55	16	86.9	2.31
WHITE FISH BAY	2	100.0	3.13	11	80.1	1.83	6	84.9	2.66	19	83.7	2.23
DOMINICAN	3	89.7	1.79	12	93.2	2.36	4	81.7	2.95	19	90.2	2.39
WHITNALL	3	76.2	1.98	13	96.4	2.65	6	75.9	2.74	22	88.1	2.58
OTHER MILW	5	75.0	1.70	1	100.0	0.21	2	62.5	3.39	8	75.0	1.94
CEDARBURG	2	100.0	2.84	7	78.0	2.54	3	100.0	2.72	12	87.2	2.64
FREDONIA	2	50.0	2.75	1	80.0	2.38	2	100.0	3.74	5	76.0	3.07
GRAFTON	1	80.0	1.88	10	69.4	1.84	4	96.2	2.44	15	77.2	2.00
HOMESTEAD	3	91.7	2.22	4	70.0	2.20	7	69.0	2.01	14	74.2	2.11
PORT WASHINGTON	.	.	.	5	74.6	2.34	2	100.0	3.45	7	81.9	2.66
OTHER OZAUKEE	.	.	.	.	.	.	1	100.0	2.82	1	100.0	2.82
WASHINGTON HIGH	4	87.0	1.85	12	89.9	2.58	8	100.0	2.92	24	92.8	2.57
OTHER WASH COUNTY	1	100.0	4.00	9	85.3	2.15	10	69.3	2.46	20	78.1	2.40
BROOKFIELD CENT	1	50.0	2.13	4	91.7	2.56	4	68.2	2.91	9	76.6	2.67
BROOKFIELD EAST	.	.	.	4	93.7	3.09	5	71.2	2.55	9	81.2	2.79
MENOM FALLS NOR	.	.	.	2	62.5	3.19	.	.	.	2	62.5	3.19
MENOM FALLS EAST	.	.	.	6	95.8	2.93	7	96.4	2.56	13	96.2	2.73
MUSKEGO	.	.	.	9	93.1	2.90	5	74.4	3.27	14	86.4	3.03
EISENHOWER	1	100.0	3.85	9	92.9	2.35	1	100.0	3.50	11	94.2	2.59
NEW BERLIN	3	44.4	2.14	2	100.0	1.56	5	100.0	3.61	10	83.3	2.76
WAUKESHA NOR/SOU	2	66.7	1.60	6	89.6	2.29	9	84.3	2.29	17	84.1	2.21
WAUKESHA MEMORIAL	1	100.0	2.46	3	65.7	2.56	3	88.9	1.58	7	81.0	2.13
OTHER WAUKESHA	3	100.0	1.40	8	80.8	2.14	14	71.2	2.51	25	77.7	2.26
RACINE COUNTY	7	88.9	2.35	8	80.8	2.28	13	81.9	2.01	28	83.3	2.17
KENOSHA COUNTY	2	100.0	2.33	4	93.7	2.86	5	86.2	2.04	11	91.4	2.39
SHEBOYGAN COUNTY	3	100.0	3.90	3	53.7	2.61	3	100.0	3.60	9	84.6	3.37
FOND DU LAC COUNTY	1	81.2	2.17	1	100.0	3.00	1	100.0	4.00	3	93.7	3.06
OTHER WISCONSIN HS	50	81.4	2.18	79	86.1	2.24	56	88.1	2.69	185	85.4	2.36
OTHER STATES HS	146	82.9	1.97	133	79.5	2.08	51	85.7	2.48	330	82.0	2.09
OTHER COUNTRIES HS	.	.	.	1	60.0	3.63	.	.	.	1	60.0	3.63
GED TEST ONLY	1	0.0	0.00	.	.	.	.	.	.	1	0.0	0.00
ALL	734	81.9	1.93	1107	83.1	2.12	797	84.8	2.53	2638	83.3	2.19

ASSET SCORES AND GPA BY MATC PROGRAM

Tables 4, 5, and 6 show ASSET numeric, reading, and language scores and mean grade point averages by MATC instructional program. Some highlights shown on these tables are:

1. GPA increased with ASSET numeric, reading, and language score. Students in the lowest grouping had mean GPA below 2.0 for all three ASSET tests. Students with ASSET scores above the following scores had mean GPAs above 2.0: Numeric 12 or above, Reading 15 or above, Language 40 or above.

2. Students in 14 (12%) of 117 programs had a total mean GPA below 2.0 as follows:

Pre-Business	1.74
Business Mid-Management	1.88
Pre-Graphics	1.84
Pre-Service	1.36
Shoe Servicing	1.34
Automatic Screw Machine	1.88
Crossover	1.69
Industrial Sewing	1.18 (lowest mean GPA)
Horticulture	1.79
Clerk Typist	1.21
Auto Servicing	1.90
Hydraulics-Pneumatics	1.83
Welding	1.91
Visual Communication	1.72

Pre-Health (2.24) is the only preparatory program in which total mean GPA was above 2.0.

3. Distribution of total mean GPA by program is as it follows:

	Number of Programs	%
Below 2.0	14	12.0%
2.0-2.5	42	35.9%
2.51-2.99	37	31.6%
3.0-3.5	19	16.2%
Above 3.5[3]	5	4.3%
	117	100.0%

---

[3] All programs had small number of students with ASSET scores. Highest number was 8 students in Dental Assistant program with mean GPA of 3.51.

TABLE 4

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89
WITHIN ASSET NUMERIC SCORE GROUPS BY PROGRAM (AS OF AUGUST 22, 1989)

Program Title	ASSET NUMERIC SCORE											
	11 OR LOWER			12 TO 18			19 OR HIGHER			TOTALS		
	N	CMP% MEAN	GPA MEAN	N	CMP% MEAN	GPA MEAN	N	CMP% MEAN	GPA MEAN	N	CMP% MEAN	GPA MEAN
HORTICULTURE - LANDSCAPE MGT	.	.	.	3	60.3	2.05	3	79.8	2.61	6	70.3	2.33
PRE-BUSINESS	30	78.0	1.91	47	81.9	1.71	45	77.2	1.63	122	79.2	1.73
ACCOUNTING	1	100.0	1.96	25	90.2	1.92	63	85.3	2.48	89	86.8	2.31
BUSINESS MID-MANAGEMENT	4	52.1	0.74	20	68.4	1.94	52	82.1	1.95	76	76.9	1.88
BANKING AND FINANCIAL SERVICES	.	.	.	4	76.0	1.83	6	81.6	2.14	10	79.4	2.02
MARKETING MANAGEMENT	3	76.2	2.33	12	86.3	1.83	20	83.8	2.19	35	84.0	2.08
FASHION MERCHANDISING	4	75.0	2.12	9	72.8	2.32	3	91.7	2.75	16	76.9	2.35
RETAIL MANAGEMENT	2	88.5	2.02	2	90.0	3.19	3	66.7	1.54	7	79.6	2.15
TRANSPORTATION & DISTRIBUTION	.	.	.	1	100.0	2.14	2	50.0	3.25	3	66.7	2.88
ADMIN ASST-SECRETARIAL	1	100.0	2.60	5	73.3	2.54	6	94.9	2.50	12	86.3	2.52
LEGAL SECRETARY	2	75.0	2.44	5	92.9	2.37	14	83.8	2.60	21	85.1	2.53
MEDICAL SECRETARY	1	100.0	1.81	3	83.3	2.51	5	89.3	2.80	9	88.5	2.59
ADMIN ASST-INFO PROCESSING	3	100.0	2.80	8	84.8	2.69	13	95.1	3.26	24	92.3	3.02
BUSINESS DATA PROCESSING	1	100.0	3.48	9	64.3	2.29	25	83.4	2.44	35	78.9	2.43
COMPUTER INFORMATION SYSTEMS	.	.	.	1	100.0	2.52	4	85.4	2.19	5	88.3	2.26
HOTEL/MOTEL MANAGEMENT	.	.	.	2	71.4	2.47	3	98.1	3.47	5	87.5	3.07
LEGAL ASSISTANT	2	80.0	2.41	6	72.2	2.47	9	87.4	2.77	17	81.2	2.63
MARKETING COMMUNICATIONS	1	83.3	2.48	3	91.7	2.37	4	88.7	1.97	8	89.2	2.18
REAL ESTATE	.	.	.	4	83.3	2.31	3	100.0	2,11	7	90.5	2.22
MATERIALS MANAGEMENT	.	.	.	1	50.0	2.86	2	100.0	3.12	3	83.3	3.04
SUPERVISORS MANAGEMENT	.	.	.	1	100.0	3.40	2	75.0	3.50	3	83.3	3.47
PRE-GRAPHICS	5	100.0	1.45	7	80.9	1.90	9	70.4	2.01	21	80.9	1.84
COMMERCIAL ART	4	91.7	2.77	21	79.0	2.17	44	78.9	2.43	69	79.7	2.37
PHOTOGRAPHY	1	100.0	3.36	9	65.6	2.26	20	77.7	1.82	30	74.8	2.00
PRINTING & PUBLISHING-OPERATIONS	2	50.0	2.59	8	96.2	2.64	12	90.6	2.46	22	88.9	2.54
VISUAL COMMUNICATIONS VIDEO	.	.	.	3	100.0	1.64	2	100.0	1.84	5	100.0	1.72
PRE-HOME ECONOMICS	2	42.6	1.50	11	74.3	2.46	13	94.2	2.77	26	81.8	2.54
DIETETIC TECHNICIAN	1	100.0	2.40	.	.	.	2	91.2	3.12	3	94.1	2.88
INTERIOR DESIGN	.	.	.	7	88.6	3.14	7	76.5	2.65	14	82.6	2.90
CHILD CARE AND DEVELOPMENT	.	.	.	5	65.9	2.91	4	64.4	2.93	9	65.2	2.92
ENVIRONMENTAL SERVICES MANAGEMENT	.	.	.	2	100.0	2.58	2	100.0	2.41	4	100.0	2.50
PRE-HEALTH	45	74.6	1.89	98	92.7	2.35	120	87.8	2.27	263	83.6	2.23
FIRE SCIENCE	.	.	.	1	100.0	1.72	9	94.0	2.73	10	94.6	2.63
POLICE SCIENCE	5	88.9	1.98	16	84.9	2.07	56	92.5	2.15	77	90.7	2.12
ENVIRONMENTAL & POLLUTION CONTROL	.	.	.	.	.	.	1	100.0	3.86	1	100.0	3.86
REGISTERED NURSING	1	0.0	2.96	3	92.3	2.47	17	88.2	2.86	21	84.6	2.81
RESTAURANT AND HOTEL COOKERY	1	91.7	2.02	11	91.8	2.61	11	89.5	2.90	23	90.7	2.72
MEDICAL LABORATORY TECHNOLOGY	.	.	.	1	0.0	2.80	3	81.0	2.61	4	60.7	2.65
OCCUPATIONAL THERAPY ASSISTANT	.	.	.	6	96.4	2.64	9	92.0	2.83	15	93.8	2.76
RESPIRATORY THERAPY	.	.	.	2	50.0	1.26	4	100.0	3.13	6	83.3	2.51
HUMAN SERVICE ASSOCIATE	10	84.7	2.18	38	79.2	2.01	30	85.9	2.41	78	82.5	2.19
PHYSICAL THERAPIST ASSISTANT	.	.	.	.	.	.	1	100.0	3.50	1	100.0	3.50
RADIOGRAPHY	.	.	.	.	.	.	5	90.6	2.90	5	90.6	2.90
PRE-SERVICE	1	100.0	2.08	9	67.4	0.80	3	83.3	2.80	13	73.6	1.36
PRE-TECH	9	93.2	1.83	34	83.0	1.99	64	84.0	2.14	107	84.4	2.07
AIR COND AND REFRIGERATION TECH	.	.	.	5	90.0	2.40	5	91.3	2.75	10	90.7	2.58
CHEMICAL TECHNOLOGY	.	.	.	.	.	.	2	100.0	3.33	2	100.0	3.33

Table 4 (Continued)

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89 WITHIN ASSET NUMERIC SCORE GROUPS BY PROGRAM (AS OF AUGUST 22, 1989)

Program Title	ASSET NUMERIC SCORE									TOTALS		
	11 OR LOWER			12 TO 18			19 OR HIGHER					
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
INDUSTRIAL ELECTRONICS	.	.	.	1	100.0	2.82	10	55.3	2.32	11	59.4	2.37
COMMUNICATIONS	.	.	.	1	100.0	2.33	3	100.0	2.40	4	100.0	2.38
COMPUTER SCIENCE	.	.	.	.	.	.	10	90.0	2.73	10	90.0	2.73
BIOMEDICAL ELECTRONICS	.	.	.	.	.	.	5	82.2	3.12	5	82.2	3.12
ELECTRONIC SYSTEMS TECHNICIAN	.	.	.	.	.	.	4	67.3	2.56	4	67.3	2.56
MECHANICAL DESIGN TECHNICIAN	.	.	.	.	.	.	14	76.5	2.82	14	76.5	2.82
STRUCTURAL TECHNICIAN	.	.	.	2	100.0	2.60	4	68.2	2.21	6	78.8	2.34
PUBLIC WORKS TECHNICIAN	.	.	.	.	.	.	2	100.0	3.18	2	100.0	3.18
ELECTRONIC DESIGN AND PACKAGING	.	.	.	.	.	.	1	71.4	2.70	1	71.4	2.70
METALLURGICAL TECHNOLOGY	.	.	.	1	0.0	2.60	5	72.4	3.18	6	60.3	3.08
ARCHITECTURAL TECHNOLOGY	.	.	.	1	81.2	2.74	6	83.5	2.10	7	83.1	2.19
PLASTICS TECHNICIAN	.	.	.	1	50.0	2.00	1	100.0	3.50	2	75.0	2.75
AUTOMATED MANUFACTURING TECHNOLGY	.	.	.	1	100.0	1.52	2	100.0	2.89	3	100.0	2.43
WELDING TECHNOLOGY	.	.	.	1	100.0	3.14	2	100.0	3.17	3	100.0	3.16
INDUSTRIAL ENGINEERING TECHNICIAN	.	.	.	.	.	.	2	50.0	2.65	2	50.0	2.65
COMPUTERIZED MACHINING TECHNICIAN	.	.	.	.	.	.	3	91.7	2.87	3	91.7	2.87
PRE-TELECASTING	4	93.7	1.77	4	64.6	1.28	3	89.1	3.58	11	81.9	2.09
TELECASTING	.	.	.	2	100.0	1.89	8	64.9	2.14	10	71.9	2.09
OCCUPATIONAL MUSIC	1	92.3	0.77	4	84.0	2.17	8	80.9	2.78	13	82.7	2.44
CROSSOVER PRE-HEALTH	8	91.1	2.24	21	66.5	1.69	14	80.5	2.45	43	75.6	2.04
CROSSOVER	193	77.8	1.59	256	79.9	1.69	61	82.7	2.03	510	79.5	1.69
LIBERAL ARTS	21	74.3	1.73	120	76.7	2.05	201	80.2	2.21	342	78.6	2.12
SMALL BUSINESS TRAINING PROGRAM	.	.	.	1	82.4	3.71	.	.	.	1	82.4	3.71
AUTOMATED BUSINESS SUPPORT SPEC	.	.	.	4	100.0	3.06	6	97.2	3.11	10	98.3	3.09
DATA ENTRY	.	.	.	.	.	.	1	81.2	2.29	1	81.2	2.29
TRAVEL INDUSTRY (AGENT) TRAINING	3	66.7	2.18	19	74.9	2.44	17	100.0	3.33	39	85.2	2.81
INDUSTRIAL SEWING OPERATOR TRNG	15	59.0	1.06	3	60.4	1.78	.	.	.	18	59.2	1.18
INFANT/TODDLER CARE SERVICES	1	100.0	1.99	2	100.0	3.37	1	100.0	3.46	4	100.0	3.05
AIR COND REF & HTG	.	.	.	5	76.2	1.40	7	97.3	2.97	12	88.5	2.31
NURSING ASSISTANT	3	75.9	1.67	5	100.0	2.20	2	100.0	2.08	10	92.8	2.02
HEALTH UNIT CLERK	2	100.0	2.44	3	100.0	3.00	8	87.5	3.33	13	92.3	3.11
HORTICULTURE	1	100.0	1.57	1	100.0	2.00	.	.	.	2	100.0	1.79
WORD PROC. SPECIALIST	2	45.4	2.37	6	94.4	2.41	9	81.9	3.59	17	82.0	3.03
CLERK-TYPIST	15	68.8	1.12	17	66.0	1.24	7	86.2	1.34	39	70.7	1.21
PRINTING	2	100.0	1.57	3	66.7	2.47	3	100.0	3.58	8	87.5	2.66
ALTERATIONIST	1	100.0	3.27	3	100.0	3.05	1	100.0	3.57	5	100.0	3.20
FOOD PREPARATION ASSISTANT	4	58.7	1.26	3	98.9	3.18	1	100.0	2.65	8	78.9	2.15
RETAIL BAKERY PRODUCTION	4	96.1	2.73	2	50.0	1.97	.	.	.	6	80.7	2.48
INTERIOR DESIGN ASSISTANT	.	.	.	.	.	.	5	74.4	3.17	5	74.4	3.17
CHILD CARE SERVICES	.	.	.	3	100.0	1.90	3	100.0	2.79	6	100.0	2.35
AIRFRAME AVIATION MECHANIC	.	.	.	.	.	.	1	100.0	2.95	1	100.0	2.95
POWERPLANT AVIATION MECHANIC	.	.	.	.	.	.	3	56.5	2.51	3	56.5	2.51
AUTOMOBILE BODY SERVICING	3	100.0	2.64	5	100.0	2.96	6	100.0	3.55	14	100.0	3.15
AUTOMOBILE SERVICING	8	99.0	1.17	21	87.3	1.57	20	95.0	2.54	49	92.4	1.90
BRICKLAYING AND MASONRY	.	.	.	1	100.0	3.04	.	.	.	1	100.0	3.04
CABINETMAKING & MILLWORK	2	93.8	1.72	11	99.4	2.61	11	98.8	3.42	24	98.7	2.91
CARPENTRY	.	.	.	6	100.0	2.52	9	100.0	2.62	15	100.0	2.58

Table 4 (Continued)

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89
WITHIN ASSET NUMERIC SCORE GROUPS BY PROGRAM (AS OF AUGUST 22, 1989)

Program Title	ASSET NUMERIC SCORE									TOTALS		
	11 OR LOWER			12 TO 18			19 OR HIGHER					
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
COMBUSTION ENGINES SERVICING	1	100.0	2.44	3	100.0	2.30	9	81.8	2.93	13	87.4	2.74
ELECTRICITY	.	.	.	6	79.5	2.31	9	91.0	2.52	15	86.4	2.44
HYDRAULICS-PNEUMATICS	1	100.0	2.46	2	100.0	0.68	1	100.0	3.50	4	100.0	1.83
MACHINE TOOL OPERATIONS	2	91.2	1.12	8	87.6	1.93	16	87.6	2.91	26	87.9	2.47
AUTOMATIC SCREW MACHINE OPERATOR	.	.	.	4	75.7	1.88	.	.	.	4	75.7	1.88
MECHANICAL & COMPUTER DRAFTING	2	100.0	1.33	4	70.0	2.75	6	100.0	3.27	12	90.0	2.88
SHOE SERVICING	8	100.0	1.06	3	66.7	2.08	.	.	.	11	90.9	1.34
UPHOLSTERY	12	91.2	2.00	8	100.0	2.65	1	100.0	2.33	21	95.0	2.26
JEWELRY SERVICES & SALES	5	94.3	2.65	2	86.4	2.10	1	100.0	3.96	8	93.0	2.68
WELDING	11	96.4	1.36	9	96.5	2.22	2	100.0	3.50	22	96.7	1.91
COMP. NUMERICAL CONTROL MACH/OPR	.	.	.	1	0.0	1.40	1	100.0	3.23	2	50.0	2.31
APPLIANCE SERVICING	1	100.0	2.26	1	100.0	3.47	1	100.0	3.19	3	100.0	2.97
SMALL ENGINE AND CHASSIS MECHANIC	.	.	.	.	.	.	1	100.0	3.93	1	100.0	3.93
INDUSTRIAL PLASTIC	1	100.0	2.73	3	100.0	3.32	.	.	.	4	100.0	3.17
BARBER/COSMETOLOGY	4	100.0	3.30	26	95.3	2.99	9	75.1	2.75	39	91.1	2.97
DENTAL ASSISTANT	2	100.0	3.44	4	85.3	3.42	2	100.0	3.77	8	92.6	3.51
MEDICAL ASSISTANT	1	93.9	3.36	3	75.5	1.92	4	93.9	2.71	8	87.0	2.50
PRACTICAL NURSING	3	79.2	1.00	12	90.1	2.74	10	94.0	2.30	25	90.3	2.35
SURGICAL TECHNICIAN	1	100.0	3.86	5	92.9	2.32	7	96.4	3.03	13	95.3	2.82
PHARMACY TECHNICIAN	.	.	.	4	70.8	2.85	8	90.5	2.72	12	83.9	2.77
TAILOR	1	100.0	1.95	.	.	.	1	100.0	4.00	2	100.0	2.97
ELECTRONICS SERVICING	.	.	.	1	13.3	0.00	2	100.0	3.50	3	71.1	2.33
TOOL AND DIE MAKING	.	.	.	1	25.0	1.73	4	100.0	3.35	5	85.0	3.02
HOROLOGY (WATCHMAKING)	1	0.0	2.42	.	.	.	.	.	.	1	0.0	2.42
ALL PROGRAMS	452	80.1	1.75	1118	81.2	2.07	1327	85.1	2.42	2937	82.8	2.18

TABLE 5

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89
WITHIN ASSET READING SCORE GROUPS BY 100/200/300 LEVEL PROGRAM (AS OF AUGUST 22, 1989)

Program Title	ASSET READING SCORE												TOTALS		
	10 TO 14			15 TO 19			20 OR HIGHER			9 OR LOWER					
	N	CMP% MEAN	GPA MEAN	N	CMP% MEAN	GPA MEAN	N	CMP% MEAN	GPA MEAN	N	CMP% MEAN	GPA MEAN	N	CMP% MEAN	GPA MEAN
HORTICULTURE - LANDSCAPE MGT	.	.	.	.	.	.	6	70.3	2.33	.	.	.	6	70.3	2.33
PRE-BUSINESS	9	79.6	2.12	15	84.9	2.20	98	78.5	1.63	1	75.0	2.91	123	79.4	1.74
ACCOUNTING	3	58.3	2.40	11	89.8	2.73	76	87.7	2.24	.	.	.	90	87.0	2.31
BUSINESS MID-MANAGEMENT	4	78.0	3.17	5	59.0	2.06	67	78.2	1.79	.	.	.	76	76.9	1.88
BANKING AND FINANCIAL SERVICES	1	27.3	2.20	2	75.0	1.18	8	89.5	2.33	.	.	.	11	81.2	2.11
MARKETING MANAGEMENT	2	64.6	1.93	3	76.9	1.83	30	86.0	2.11	.	.	.	35	84.0	2.08
FASHION MERCHANDISING	.	.	.	4	76.2	2.46	12	77.1	2.32	.	.	.	16	76.9	2.35
RETAIL MANAGEMENT	.	.	.	5	91.4	2.41	2	50.0	1.50	.	.	.	7	79.6	2.15
TRANSPORTATION & DISTRIBUTION	.	.	.	.	.	.	3	66.7	2.88	.	.	.	3	66.7	2.88
ADMIN ASST-SECRETARIAL	.	.	.	1	100.0	2.91	11	85.1	2.49	.	.	.	12	86.3	2.52
LEGAL SECRETARY	1	100.0	2.45	.	.	.	20	84.4	2.54	.	.	.	21	85.1	2.53
MEDICAL SECRETARY	.	.	.	1	100.0	1.31	8	87.0	2.75	.	.	.	9	88.5	2.59
ADMIN ASST-INFO PROCESSING	1	100.0	1.88	2	100.0	3.33	20	91.9	3.07	.	.	.	23	92.9	3.04
BUSINESS DATA PROCESSING	2	32.4	1.52	5	81.1	3.01	28	81.9	2.39	.	.	.	35	78.9	2.43
COMPUTER INFORMATION SYSTEMS	.	.	.	1	75.0	1.10	4	91.7	2.55	.	.	.	5	88.3	2.26
HOTEL/MOTEL MANAGEMENT	.	.	.	1	100.0	3.11	4	84.3	3.06	.	.	.	5	87.5	3.07
LEGAL ASSISTANT	1	81.2	2.15	.	.	.	16	81.1	2.66	.	.	.	17	81.2	2.63
MARKETING COMMUNICATIONS	.	.	.	.	.	.	8	89.2	2.18	.	.	.	8	89.2	2.18
REAL ESTATE	.	.	.	.	.	.	7	90.5	2.22	.	.	.	7	90.5	2.22
MATERIALS MANAGEMENT	.	.	.	.	.	.	3	83.3	3.04	.	.	.	3	83.3	3.04
SUPERVISORS MANAGEMENT	.	.	.	.	.	.	3	83.3	3.47	.	.	.	3	83.3	3.47
PRE-GRAPHICS	.	.	.	1	100.0	1.82	20	80.0	1.84	.	.	.	21	80.9	1.84
COMMERCIAL ART	1	100.0	0.00	6	84.8	2.40	62	78.9	2.41	.	.	.	69	79.7	2.37
PHOTOGRAPHY	.	.	.	1	100.0	3.45	29	74.0	1.95	.	.	.	30	74.9	2.00
PRINTING & PUBLISHING-OPERATIONS	.	.	.	3	90.0	2.02	19	88.7	2.62	.	.	.	22	88.9	2.54
VISUAL COMMUNICATIONS/VIDEO	.	.	.	.	.	.	5	100.0	1.72	.	.	.	5	100.0	1.72
PRE-HOME ECONOMICS	1	100.0	2.27	4	62.5	2.77	21	84.6	2.51	.	.	.	26	81.8	2.54
DIETETIC TECHNICIAN	.	.	.	.	.	.	3	94.1	2.88	.	.	.	3	94.1	2.88
INTERIOR DESIGN	1	71.4	3.64	2	100.0	3.35	11	80.4	2.75	.	.	.	14	82.6	2.90
CHILD CARE AND DEVELOPMENT	.	.	.	.	.	.	9	65.2	2.92	.	.	.	9	65.2	2.92
ENVIRONMENTAL SERVICES MANAGEMENT	1	100.0	1.92	.	.	.	3	100.0	2.69	.	.	.	4	100.0	2.50
PRE-HEALTH	10	68.8	2.19	35	78.2	2.36	216	85.8	2.22	3	50.0	1.92	264	83.7	2.24
FIRE SCIENCE	.	.	.	.	.	.	10	94.6	2.63	.	.	.	10	94.6	2.63
POLICE SCIENCE	1	75.0	2.91	3	85.0	1.88	72	91.0	2.10	.	.	.	76	90.6	2.11
ENVIRONMENTAL & POLLUTION CONTROL	.	.	.	.	.	.	1	100.0	3.86	.	.	.	1	100.0	3.86
REGISTERED NURSING	.	.	.	.	.	.	21	94.6	2.81	.	.	.	21	94.6	2.81
RESTAURANT AND HOTEL COOKERY	.	.	.	3	100.0	2.19	21	89.8	2.80	.	.	.	24	91.1	2.73
MEDICAL LABORATORY TECHNOLOGY	.	.	.	.	.	.	4	60.7	2.65	.	.	.	4	60.7	2.65
OCCUPATIONAL THERAPY ASSISTANT	1	75.0	2.40	1	100.0	2.48	13	94.8	2.80	.	.	.	15	93.3	2.76
RESPIRATORY THERAPY	1	0.0	0.00	.	.	.	5	100.0	3.01	.	.	.	6	83.3	2.51
HUMAN SERVICE ASSOCIATE	4	75.0	2.28	14	86.4	2.25	59	81.3	2.15	1	100.0	3.00	78	82.5	2.19
PHYSICAL THERAPIST ASSISTANT	.	.	.	.	.	.	1	100.0	3.50	.	.	.	1	100.0	3.50
RADIOGRAPHY	.	.	.	1	100.0	2.70	4	88.2	2.95	.	.	.	5	90.6	2.90
PRE-SERVICE	1	83.3	2.90	1	100.0	1.33	11	70.3	1.22	.	.	.	13	73.6	1.36
PRE-TECH	4	76.2	2.42	9	92.7	2.46	94	84.0	2.02	.	.	.	107	84.4	2.07
AIR COND AND REFRIGERATION TECH	1	100.0	2.59	.	.	.	9	89.6	2.57	.	.	.	10	90.7	2.58

Table 5 (Continued)

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89
WITHIN ASSET READING SCORE GROUPS BY 100/200/300 LEVEL PROGRAM (AS OF AUGUST 22, 1989

Program Title	ASSET READING SCORE														
	10 TO 14			15 TO 19			20 OR HIGHER			9 OR LOWER			TOTALS		
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
CHEMICAL TECHNOLOGY	.	.	.	.	.	.	2	100.0	3.33	.	.	.	2	100.0	3.33
INDUSTRIAL ELECTRONICS	.	.	.	.	.	.	11	59.4	2.37	.	.	.	11	59.4	2.37
COMMUNICATIONS	.	.	.	1	100.0	2.73	3	100.0	2.26	.	.	.	4	100.0	2.38
COMPUTER SCIENCE	.	.	.	1	50.0	2.23	9	94.4	2.79	.	.	.	10	90.0	2.73
BIOMEDICAL ELECTRONICS	.	.	.	.	.	.	5	82.2	3.12	.	.	.	5	82.2	3.12
ELECTRONIC SYSTEMS TECHNICIAN	.	.	.	1	76.9	2.57	3	64.1	2.56	.	.	.	4	67.3	2.56
MECHANICAL DESIGN TECHNICIAN	1	27.3	1.94	.	.	.	13	80.3	2.89	.	.	.	14	76.5	2.82
STRUCTURAL TECHNICIAN	1	100.0	0.25	.	.	.	5	74.5	2.76	.	.	.	6	78.9	2.34
PUBLIC WORKS TECHNICIAN	.	.	.	.	.	.	2	100.0	3.18	.	.	.	2	100.0	3.18
ELECTRONIC DESIGN AND PACKAGING	.	.	.	.	.	.	1	71.4	2.70	.	.	.	1	71.4	2.70
METALLURGICAL TECHNOLOGY	.	.	.	.	.	.	6	60.3	3.08	.	.	.	6	60.3	3.08
ARCHITECTURAL TECHNOLOGY	.	.	.	1	100.0	0.00	6	80.3	2.55	.	.	.	7	83.1	2.19
PLASTICS TECHNICIAN	.	.	.	1	100.0	3.50	1	50.0	2.00	.	.	.	2	75.0	2.75
AUTOMATED MANUFACTURING TECHNOLGY	1	100.0	2.50	.	.	.	2	100.0	2.40	.	.	.	3	100.0	2.43
WELDING TECHNOLOGY	.	.	.	.	.	.	3	100.0	3.16	.	.	.	3	100.0	3.16
INDUSTRIAL ENGINEERING TECHNICIAN	.	.	.	.	.	.	2	50.0	2.65	.	.	.	2	50.0	2.65
COMPUTERIZED MACHINING TECHNICIAN	.	.	.	.	.	.	3	91.7	2.87	.	.	.	3	91.7	2.87
PRE-TELECASTING	1	100.0	2.25	1	100.0	3.50	9	77.8	1.91	.	.	.	11	81.9	2.09
TELECASTING	.	.	.	.	.	.	10	71.9	2.09	.	.	.	10	71.9	2.09
OCCUPATIONAL MUSIC	1	66.7	1.94	.	.	.	12	84.0	2.48	.	.	.	13	82.7	2.44
CROSSOVER PRE-HEALTH	1	100.0	2.07	5	56.7	1.48	37	77.5	2.11	.	.	.	43	75.6	2.04
CROSSOVER	168	75.8	1.68	289	81.1	1.72	35	83.6	1.55	19	79.6	1.53	511	79.5	1.69
LIBERAL ARTS	5	71.5	2.23	30	80.1	1.97	309	78.6	2.13	.	.	.	344	78.6	2.12
SMALL BUSINESS TRAINING PROGRAM	1	82.4	3.71	.	.	.	.	.	.	.	.	.	1	82.4	3.71
AUTOMATED BUSINESS SUPPORT SPEC	.	.	.	3	100.0	2.92	6	97.2	3.18	1	100.0	3.00	10	98.3	3.09
DATA ENTRY	.	.	.	.	.	.	1	81.2	2.29	.	.	.	1	81.2	2.29
TRAVEL INDUSTRY (AGENT) TRAINING	2	100.0	2.38	5	78.1	1.55	32	85.4	3.03	.	.	.	39	85.2	2.81
INDUSTRIAL SEWING OPERATOR TRNG	6	37.9	0.29	3	66.7	1.35	3	89.6	1.86	6	61.7	1.66	18	59.2	1.18
INFANT/TODDLER CARE SERVICES	.	.	.	2	100.0	2.96	2	100.0	3.13	.	.	.	4	100.0	3.05
AIR COND REF & HTG	1	81.2	2.31	2	50.0	0.75	9	97.9	2.66	.	.	.	12	88.5	2.31
NURSING ASSISTANT	.	.	.	7	89.7	2.57	2	100.0	1.08	1	100.0	0.00	10	92.3	2.02
HEALTH UNIT CLERK	2	100.0	2.44	2	100.0	3.12	9	88.9	3.26	.	.	.	13	92.3	3.11
HORTICULTURE	.	.	.	.	.	.	2	100.0	1.79	.	.	.	2	100.0	1.79
WORD PROC. SPECIALIST	1	66.7	1.47	1	15.7	2.45	15	87.5	3.17	.	.	.	17	82.0	3.03
CLERK-TYPIST	10	67.1	0.86	21	67.8	1.29	8	82.9	1.46	.	.	.	39	70.7	1.21
PRINTING	1	100.0	2.83	3	100.0	1.84	5	80.0	3.15	.	.	.	9	88.9	2.63
ALTERATIONIST	2	100.0	3.00	.	.	.	3	100.0	3.33	.	.	.	5	100.0	3.20
FOOD PREPARATION ASSISTANT	.	.	.	4	86.7	2.69	3	76.4	2.15	1	55.6	0.00	8	78.9	2.15
RETAIL BAKERY PRODUCTION	2	92.2	1.57	3	66.7	3.21	.	.	.	1	100.0	2.08	6	80.7	2.48
INTERIOR DESIGN ASSISTANT	.	.	.	.	.	.	5	74.4	3.17	.	.	.	5	74.4	3.17
CHILD CARE SERVICES	.	.	.	1	100.0	2.88	5	100.0	2.24	.	.	.	6	100.0	2.35
AIRFRAME AVIATION MECHANIC	.	.	.	1	100.0	2.95	.	.	.	.	.	.	1	100.0	2.95
POWERPLANT AVIATION MECHANIC	.	.	.	.	.	.	3	56.5	2.51	.	.	.	3	56.5	2.51
AUTOMOBILE BODY SERVICING	.	.	.	4	100.0	2.89	10	100.0	3.25	.	.	.	14	100.0	3.15
AUTOMOBILE SERVICING	10	93.7	1.14	11	93.9	1.95	23	93.7	2.22	5	100.0	1.82	49	92.4	1.90
BRICKLAYING AND MASONRY	.	.	.	.	.	.	.	.	.	1	100.0	3.04	1	100.0	3.04

Table 5 (Continued)

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89
WITHIN ASSET READING SCORE GROUPS BY 100/200/300 LEVEL PROGRAM (AS OF AUGUST 22, 1989)

Program Title	ASSET READING SCORE												TOTALS		
	10 TO 14			15 TO 19			20 OR HIGHER			9 OR LOWER					
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
CABINETMAKING & MILLWORK	4	95.2	1.17	5	100.0	3.35	14	99.0	3.29	1	100.0	2.29	24	98.7	2.91
CARPENTRY	2	100.0	3.14	2	100.0	3.09	11	100.0	2.38	.	.	.	15	100.0	2.58
COMBUSTION ENGINES SERVICING	3	78.6	2.09	.	.	.	10	90.0	2.94	.	.	.	13	87.4	2.74
ELECTRICITY	3	82.1	2.31	4	100.0	3.16	9	80.6	2.08	.	.	.	16	85.7	2.39
HYDRAULICS-PNEUMATICS	.	.	.	.	.	.	4	100.0	1.83	.	.	.	4	100.0	1.83
MACHINE TOOL OPERATIONS	5	100.0	2.72	5	96.0	2.54	15	80.3	2.37	1	100.0	2.39	26	87.9	2.47
AUTOMATIC SCREW MACHINE OPERATOR	3	84.3	2.51	.	.	.	1	50.0	0.00	.	.	.	4	75.7	1.88
MECHANICAL & COMPUTER DRAFTING	4	84.6	2.34	2	100.0	2.90	6	90.3	3.22	.	.	.	12	90.0	2.88
SHOE SERVICING	3	100.0	1.06	3	100.0	1.86	1	100.0	3.06	4	75.0	0.73	11	90.9	1.34
UPHOLSTERY	8	95.2	2.24	9	92.5	2.15	2	100.0	2.81	2	100.0	2.36	21	95.0	2.26
JEWELRY SERVICES & SALES	2	92.9	2.34	2	100.0	3.57	3	95.2	3.11	1	72.7	0.25	8	93.0	2.69
WELDING	8	95.0	2.32	5	100.0	1.13	7	95.5	1.68	2	100.0	2.98	22	96.[illegible]	1.91
COMP. NUMERICAL CONTROL MACH/OPR	.	.	.	1	0.0	1.40	1	100.0	3.23	.	.	.	2	50.0	2.31
APPLIANCE SERVICING	.	.	.	.	.	.	3	100.0	2.97	.	.	.	3	100.0	2.97
SMALL ENGINE AND CHASSIS MECHANIC	.	.	.	1	100.0	3.93	.	.	.	.	.	.	1	100.0	3.93
INDUSTRIAL PLASTIC	1	100.0	2.73	.	.	.	2	100.0	3.71	1	100.0	2.53	4	100.0	3.17
BARBER/COSMETOLOGY	1	100.0	3.25	10	100.0	2.98	28	87.6	2.95	.	.	.	39	91.1	2.97
DENTAL ASSISTANT	2	100.0	3.64	1	100.0	3.15	5	88.2	3.54	.	.	.	8	92.6	3.51
MEDICAL ASSISTANT	.	.	.	1	100.0	2.56	7	85.2	2.49	.	.	.	8	87.0	2.50
PRACTICAL NURSING	4	84.6	1.83	6	83.6	2.36	16	94.9	2.52	.	.	.	26	90.7	2.38
SURGICAL TECHNICIAN	1	100.0	2.00	.	.	.	12	95.0	2.89	.	.	.	13	95.3	2.82
PHARMACY TECHNICIAN	.	.	.	2	50.0	2.34	10	90.7	2.85	.	.	.	12	83.9	2.77
TAILOR	.	.	.	.	.	.	1	100.0	4.00	1	100.0	1.95	2	100.0	2.97
ELECTRONICS SERVICING	.	.	.	1	100.0	3.22	2	56.7	1.89	.	.	.	3	71.1	2.33
TOOL AND DIE MAKING	.	.	.	2	62.5	2.63	3	100.0	3.29	.	.	.	5	85.0	3.02
HOROLOGY (WATCHMAKING)	.	.	.	.	.	.	1	0.0	2.42	.	.	.	1	0.0	2.42
ALL PROGRAMS	322	79.1	1.84	605	82.8	2.01	1966	83.6	2.30	53	81.3	1.72	2946	82.3	2.19

TABLE 6

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89 WITHIN ASSET LANGUAGE SCORE GROUPS BY PROGRAM (AS OF AUGUST 22, 1989)

Program Title	ASSET LANGUAGE SCORE											
	39 OR LOWER			40 TO 47			48 OR HIGHER			TOTALS		
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
HORTICULTURE - LANDSCAPE MGT	1	100.0	1.29	4	66.2	2.78	1	57.1	1.57	6	70.3	2.33
PRE-BUSINESS	30	82.2	1.55	62	78.9	1.87	31	77.4	1.69	123	79.4	1.74
ACCOUNTING	11	72.7	2.14	39	89.9	2.24	39	87.7	2.44	89	86.8	2.31
BUSINESS MID-MANAGEMENT	12	72.5	1.53	35	77.0	1.88	29	78.6	2.03	76	76.9	1.88
BANKING AND FINANCIAL SERVICES	3	75.8	2.38	7	83.6	1.98	1	81.2	2.21	11	81.2	2.11
MARKETING MANAGEMENT	7	85.8	1.58	13	87.0	2.04	15	80.7	2.34	35	84.0	2.08
FASHION MERCHANDISING	1	100.0	3.63	10	63.0	2.12	5	100.0	2.55	16	76.9	2.35
RETAIL MANAGEMENT	3	85.6	2.47	2	100.0	2.60	2	50.0	1.21	7	79.6	2.15
TRANSPORTATION & DISTRIBUTION	2	50.0	2.32	1	100.0	4.00	.	.	.	3	66.7	2.88
ADMIN ASST-SECRETARIAL	1	100.0	0.71	2	100.0	2.10	9	81.8	2.82	12	86.3	2.52
LEGAL SECRETARY	.	.	.	11	83.1	2.38	10	87.3	2.70	21	85.1	2.53
MEDICAL SECRETARY	.	.	.	2	75.0	2.47	7	92.3	2.63	9	88.5	2.59
ADMIN ASST-INFO PROCESSING	4	94.2	2.62	12	92.7	3.01	7	92.6	3.34	23	92.9	3.04
BUSINESS DATA PROCESSING	7	64.5	2.10	13	81.7	2.68	15	83.3	2.36	35	78.9	2.43
COMPUTER INFORMATION SYSTEMS	.	.	.	3	91.7	2.27	2	83.3	2.25	5	88.3	2.26
HOTEL/MOTEL MANAGEMENT	1	42.9	1.84	3	98.1	3.23	1	100.0	3.81	5	87.5	3.07
LEGAL ASSISTANT	1	81.2	2.15	5	73.7	2.06	11	84.5	2.93	17	81.2	2.63
MARKETING COMMUNICATIONS	2	87.5	0.84	3	86.1	2.10	3	93.3	3.16	8	89.2	2.18
REAL ESTATE	2	66.7	2.17	3	100.0	2.49	2	100.0	1.87	7	90.5	2.22
MATERIALS MANAGEMENT	1	100.0	2.75	1	50.0	2.86	1	100.0	3.50	3	83.3	3.04
SUPERVISORS MANAGEMENT	1	50.0	3.00	.	.	.	2	100.0	3.70	3	83.3	3.47
PRE-GRAPHICS	7	71.4	2.36	10	80.0	1.12	4	100.0	2.74	21	80.9	1.84
COMMERCIAL ART	12	78.2	1.53	25	67.3	2.36	32	74.3	2.69	69	79.7	2.37
PHOTOGRAPHY	4	50.0	1.42	14	80.1	2.09	12	76.9	2.09	30	74.8	2.00
PRINTING & PUBLISHING-OPERATIONS	3	89.7	2.61	10	88.7	2.35	9	88.9	2.73	22	88.9	2.54
VISUAL COMMUNICATIONS/VIDEO	2	100.0	1.71	2	100.0	1.32	1	100.0	2.54	5	100.0	1.72
PRE-HOME ECONOMICS	5	75.1	2.25	10	87.7	2.81	11	79.5	2.43	26	81.5	2.54
DIETETIC TECHNICIAN	1	100.0	2.40	.	.	.	2	91.2	3.12	3	94.1	2.88
INTERIOR DESIGN	3	94.1	3.12	3	57.1	2.01	8	87.8	3.15	14	82.6	2.90
CHILD CARE AND DEVELOPMENT	.	.	.	6	52.0	2.43	3	91.7	3.39	9	65.2	2.92
ENVIRONMENTAL SERVICES MANAGEMENT	1	100.0	1.92	2	100.0	2.41	1	100.0	3.25	4	100.0	2.50
PRE-HEALTH	49	77.7	2.21	130	81.9	2.06	85	89.9	2.52	264	83.7	2.24
FIRE SCIENCE	.	.	.	4	100.0	2.12	6	91.0	2.97	10	94.6	2.63
POLICE SCIENCE	12	94.2	2.15	35	87.9	2.04	30	92.6	2.22	77	90.7	2.12
ENVIRONMENTAL & POLLUTION CONTROL	.	.	.	.	.	.	1	100.0	3.86	1	100.0	3.86
REGISTERED NURSING	2	100.0	3.41	5	75.4	2.82	14	85.7	2.72	21	84.6	2.81
RESTAURANT AND HOTEL COOKERY	4	96.7	2.29	14	88.7	2.73	5	91.4	3.03	23	90.7	2.72
MEDICAL LABORATORY TECHNOLOGY	1	0.0	2.80	1	42.9	0.86	2	100.0	3.48	4	60.7	2.65
OCCUPATIONAL THERAPY ASSISTANT	3	92.9	2.46	4	93.7	2.71	8	94.2	2.89	15	93.8	2.76
RESPIRATORY THERAPY	1	0.0	0.00	2	100.0	3.19	3	100.0	2.89	6	83.3	2.51
HUMAN SERVICE ASSOCIATE	11	94.2	2.37	40	80.9	1.97	27	80.1	2.43	78	82.5	2.19
PHYSICAL THERAPIST ASSISTANT	.	.	.	.	.	.	1	100.0	3.50	1	100.0	3.50
RADIOGRAPHY	.	.	.	3	100.0	3.00	2	76.5	2.75	5	90.6	2.90
PRE-SERVICE	2	75.0	0.00	8	67.5	1.27	3	88.9	2.50	13	73.6	1.36
PRE-TECH	26	93.3	2.17	52	79.8	2.02	29	84.8	2.05	107	84.4	2.07
AIR COND AND REFRIGERATION TECH	2	86.7	2.70	4	100.0	2.89	4	83.3	2.20	10	90.7	2.58
CHEMICAL TECHNOLOGY	1	100.0	3.58	.	.	.	1	100.0	3.08	2	100.0	3.33

Table 6 (Continued)

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89
WITHIN ASSET LANGUAGE SCORE GROUPS BY PROGRAM (AS OF AUGUST 22, 1989)

Program Title	ASSET LANGUAGE SCORE									TOTALS		
	39 OR LOWER			40 TO 47			48 OR HIGHER					
	N	CMP% MEAN	GPA MEAN	N	CMP% MEAN	GPA MEAN	N	CMP% MEAN	GPA MEAN	N	CMP% MEAN	GPA MEAN
INDUSTRIAL ELECTRONICS	1	100.0	3.21	6	50.0	2.22	4	63.3	2.37	11	59.4	2.37
COMMUNICATIONS	1	100.0	2.73	2	100.0	1.48	1	100.0	3.82	4	100.0	2.38
COMPUTER SCIENCE	.	.	.	3	66.7	2.92	7	100.0	2.65	10	90.0	2.73
BIOMEDICAL ELECTRONICS	2	100.0	3.58	1	57.1	2.00	2	76.9	3.23	5	82.2	3.12
ELECTRONIC SYSTEMS TECHNICIAN	.	.	.	2	73.1	3.04	2	61.5	2.06	4	67.3	2.56
MECHANICAL DESIGN TECHNICIAN	1	27.3	1.94	6	81.0	2.84	7	79.8	2.93	14	76.5	2.82
STRUCTURAL TECHNICIAN	.	.	.	6	78.8	2.34	.	.	.	6	78.8	2.34
PUBLIC WORKS TECHNICIAN	.	.	.	1	100.0	3.36	1	100.0	3.00	2	100.0	3.18
ELECTRONIC DESIGN AND PACKAGING	.	.	.	1	71.4	2.70	.	.	.	1	71.4	2.70
METALLURGICAL TECHNOLOGY	1	100.0	3.10	2	25.0	3.05	3	70.6	3.10	6	60.3	3.08
ARCHITECTURAL TECHNOLOGY	1	22.2	2.78	3	92.9	1.90	3	93.7	2.28	7	83.1	2.19
PLASTICS TECHNICIAN	2	75.0	2.75	.	.	.	.	.	.	2	75.0	2.75
AUTOMATED MANUFACTURING TECHNOLGY	1	100.0	2.50	1	100.0	3.28	1	100.0	1.52	3	100.0	2.43
WELDING TECHNOLOGY	1	100.0	3.14	1	100.0	3.05	1	100.0	3.30	3	100.0	3.16
INDUSTRIAL ENGINEERING TECHNICIAN	.	.	.	1	100.0	1.88	1	0.0	3.42	2	50.0	2.65
COMPUTERIZED MACHINING TECHNICIAN	.	.	.	1	100.0	3.05	2	87.5	2.78	3	91.7	2.87
PRE-TELECASTING	1	100.0	2.25	9	77.8	2.08	1	100.0	2.00	11	81.9	2.09
TELECASTING	1	75.0	2.50	5	68.8	2.11	4	75.0	1.96	10	71.9	2.09
OCCUPATIONAL MUSIC	2	83.3	2.73	6	83.6	2.11	5	81.4	2.72	13	82.7	2.44
CROSSOVER PRE-HEALTH	9	51.7	1.75	19	79.3	1.86	15	85.3	2.44	43	75.6	2.04
CROSSOVER	321	77.8	1.65	168	82.3	1.79	21	82.2	1.47	510	79.5	1.69
LIBERAL ARTS	49	81.2	1.98	152	79.1	1.95	141	77.3	2.36	342	78.6	2.12
SMALL BUSINESS TRAINING PROGRAM	1	82.4	3.71	.	.	.	.	.	.	1	82.4	3.71
AUTOMATED BUSINESS SUPPORT SPEC	4	100.0	3.36	3	100.0	2.58	3	94.4	3.23	10	98.3	3.09
DATA ENTRY	.	.	.	1	81.2	2.29	.	.	.	1	81.2	2.29
TRAVEL INDUSTRY (AGENT) TRAINING	5	100.0	2.97	16	70.2	2.21	18	94.4	3.29	39	85.2	2.81
INDUSTRIAL SEWING OPERATOR TRNG	18	59.2	1.18	.	.	.	.	.	.	18	59.2	1.18
INFANT/TODDLER CARE SERVICES	1	100.0	1.99	1	100.0	3.93	2	100.0	3.13	4	100.0	3.05
AIR COND REF & HTG	3	100.0	3.00	7	80.4	1.67	2	100.0	3.54	12	88.5	2.31
NURSING ASSISTANT	4	81.9	1.75	5	100.0	1.83	1	100.0	4.00	10	92.6	2.02
HEALTH UNIT CLERK	2	100.0	2.50	6	100.0	3.55	5	80.0	2.84	13	92.3	3.11
HORTICULTURE	1	100.0	1.57	1	100.0	2.00	.	.	.	2	100.0	1.79
WORD PROC. SPECIALIST	3	63.6	2.65	6	94.4	2.46	8	79.6	3.60	17	82.0	3.03
CLERK-TYPIST	20	74.8	1.26	18	64.5	1.23	1	100.0	0.00	39	70.7	1.21
PRINTING	4	75.0	2.04	3	100.0	3.26	1	100.0	3.35	8	87.5	2.66
ALTERATIONIST	5	100.0	3.20	.	.	.	.	.	.	5	100.0	3.20
FOOD PREPARATION ASSISTANT	4	76.4	1.83	4	81.5	2.47	.	.	.	8	78.9	2.15
RETAIL BAKERY PRODUCTION	5	96.9	2.60	1	0.0	1.87	.	.	.	6	80.7	2.48
INTERIOR DESIGN ASSISTANT	.	.	.	.	.	.	5	74.4	3.17	5	74.4	3.17
CHILD CARE SERVICES	1	100.0	0.00	4	100.0	2.71	1	100.0	3.23	6	100.0	2.35
AIRFRAME AVIATION MECHANIC	.	.	.	.	.	.	1	100.0	2.95	1	100.0	2.95
POWERPLANT AVIATION MECHANIC	.	.	.	3	56.5	2.51	.	.	.	3	56.5	2.51
AUTOMOBILE BODY SERVICING	7	100.0	3.03	5	100.0	3.39	2	100.0	2.95	14	100.0	3.15
AUTOMOBILE SERVICING	23	88.0	1.44	16	97.0	2.27	10	95.0	2.36	49	92.4	1.90
BRICKLAYING AND MASONRY	.	.	.	1	100.0	3.04	.	.	.	1	100.0	3.04
CABINETMAKING & MILLWORK	13	97.5	2.78	5	100.0	2.90	6	100.0	3.19	24	98.7	2.91
CARPENTRY	6	100.0	2.93	5	100.0	2.65	4	100.0	1.95	15	100.0	2.58

Table 6 (Continued)

AVERAGES OF CREDIT COMPLETION PCT AND GRADE POINT AVERAGE OF STUDENTS ASSET-TESTED IN 1988/89
WITHIN ASSET LANGUAGE SCORE GROUPS BY PROGRAM (AS OF AUGUST 22, 1989)

Program Title	ASSET LANGUAGE SCORE									TOTALS		
	39 OR LOWER			40 TO 47			48 OR HIGHER					
		CMP%	GPA		CMP%	GPA		CMP%	GPA		CMP%	GPA
	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN	N	MEAN	MEAN
COMBUSTION ENGINES SERVICING	5	80.0	2.23	7	90.8	3.12	1	100.0	2.68	13	87.4	2.74
ELECTRICITY	6	74.4	2.24	7	92.9	2.26	2	100.0	3.63	15	86.4	2.44
HYDRAULICS-PNEUMATICS	1	100.0	0.31	2	100.0	1.75	1	100.0	3.50	4	100.0	1.83
MACHINE TOOL OPERATIONS	14	93.0	2.61	7	74.4	1.72	5	92.2	3.13	26	87.9	2.47
AUTOMATIC SCREW MACHINE OPERATOR	4	75.7	1.88	.	.	.	.	.	.	4	75.7	1.88
MECHANICAL & COMPUTER DRAFTING	6	90.3	2.91	4	100.0	2.99	1	100.0	2.75	11	94.7	2.92
SHOE SERVICING	10	90.0	1.17	1	100.0	3.06	.	.	.	11	90.9	1.34
UPHOLSTERY	19	94.4	2.14	2	100.0	3.44	.	.	.	21	95.0	2.26
JEWELRY SERVICES & SALES	6	90.7	2.27	1	100.0	3.79	1	100.0	3.96	8	93.0	2.68
WELDING	15	95.2	1.88	4	100.0	1.17	.	.	.	19	96.2	1.73
COMP. NUMERICAL CONTROL MACH/OPR	1	100.0	3.23	.	.	.	1	0.0	1.40	2	50.0	2.31
APPLIANCE SERVICING	1	100.0	3.47	1	100.0	2.26	1	100.0	3.19	3	100.0	2.97
SMALL ENGINE AND CHASSIS MECHANIC	.	.	.	1	100.0	3.93	.	.	.	1	100.0	3.93
INDUSTRIAL PLASTIC	2	100.0	3.29	2	100.0	3.05	.	.	.	4	100.0	3.17
BARBER/COSMETOLOGY	11	97.9	2.87	18	89.8	3.26	10	85.9	2.53	39	91.1	2.97
DENTAL ASSISTANT	1	100.0	3.73	3	100.0	3.44	4	85.3	3.52	8	92.6	3.51
MEDICAL ASSISTANT	1	76.5	1.70	3	98.0	2.70	4	81.4	2.54	8	87.0	2.50
PRACTICAL NURSING	7	89.1	1.81	11	91.6	2.64	6	87.9	2.51	24	89.9	2.37
SURGICAL TECHNICIAN	1	100.0	2.00	7	94.9	2.34	5	95.0	3.66	13	95.3	2.82
PHARMACY TECHNICIAN	1	0.0	2.00	6	94.4	2.45	5	88.1	3.31	12	83.9	2.77
TAILOR	1	100.0	1.95	.	.	.	1	100.0	4.00	2	100.0	2.97
ELECTRONICS SERVICING	1	13.3	0.00	1	100.0	3.78	1	100.0	3.22	3	71.1	2.33
TOOL AND DIE MAKING	2	62.5	2.79	2	100.0	3.52	1	100.0	2.50	5	85.0	3.02
HOROLOGY (WATCHMAKING)	.	.	.	1	0.0	2.42	.	.	.	1	0.0	2.42
ALL PROGRAMS	882	81.3	1.93	1213	82.6	2.13	839	84.5	2.51	2934	82.8	2.18

E. RECOMMENDATIONS

1. ASSET scores may be used for placement in English or mathematics courses, but cannot be used for predicting grade point averages. ASSET test scores are not predictive of GPA for any minority group.

2. Students withdrew largely for personal reasons, such as illness, family problems, etc. If withdrawing students do not see a counselor or teacher advisor prior to leaving, every effort should be made to contact the student to see if assistance can be given.

3. Students did not return to MATC between semesters mostly due to financial reasons. Because it is not known that a student is not returning until the start of the next semester, it is difficult to contact them in time to assist them in enrolling. The Leaver Study procedure of sending a questionnaire to nonreturning students could be used also to provide information on financial aid and MATC contact people.

4. Nonreturnees tended to be less knowledgeable about services available or used services the least. Academic, Financial, and Student Services should be more widely advertised and made available.

5. Services of MATC Counseling, Placement, and Multicultural Affairs were not utilized by a majority of students. The sample sizes were small so these results must be verified with larger samples in the second year of the study. The office of Multicultural Affairs is perhaps too narrow in its focus on minority students. There were as many White students withdrawing and nonreturning as minority students. The emphasis should be on disadvantaged students of all ethnic groups. Specialists from this office should be more active in the community and work with special funded educational projects.

6. MATC counselors are sometimes criticized of directing minorities and women into low paying occupations. As shown in this study, about 95% of MATC students, both males and females from all ethnic groups, are very sure (about 65%) or fairly sure (about 30%) of both their program of choice and career choice before they enroll at MATC. This is true of both preleavers and enrollees. Students who indicated that they were not sure (about 5%) and perhaps some of the fairly sure should be required to seek advise from counselors.

7. Support and expansion of faculty advising should be continued. Faculty are the most influential in assisting students. Students have indicated they were satisfied with the quality and availability of MATC faculty. Student Survey results for ten years have indicated that a majority of students have rated these items as excellent or good. Faculty should be recognized when they do an exemplary job of advising students.

8. Preleavers (students who took the ASSET test after being admitted and never enrolled) were not different in characteristics from enrollees. The only large difference found between preleavers and enrollees was that a higher percentage of preleavers (about 12%) were high school students at the time they took the ASSET tests. Special attention in

terms of providing information and contact people should be given to prospective students who are still enrolled in a high school program.

9. Multistage survey procedures that combine several mailings as well as personal and phone interviews should be used when possible, in order to increase the survey return rates of informally withdrawing students and nonreturnees. Institutional assessment data from graduating, transferring, and withdrawing students should be gathered at times when these students apply for the corresponding graduation, transcript to be sent, or complete course withdrawal service.

REFERENCES

Adelman, S. I., Ewell, P. T. & Grable, J. R. (1989). LONESTAR: Texas's voluntary tracking and developmental education evaluation system. In Trudy H. Bers (Ed.) *Using Student Tracking System Effectively.* New Directions for Community Colleges no. 66. San Francisco, CA: Jossey Bass.

Bean, J. P. (1982). Conceptual models of student attrition: how theory can help the institutional researcher. In E. R. Pascarella (Ed.) *Studying Student Attrition*. New Directions for Institutional Research no. 36. San Francisco, CA: Jossey-Bass.

Bean, J. P. (1979). *Path analysis: the development of a suitable methodology for the study of student attrition.* Paper presented at the annual meeting of the American Educational Research Association. San Francisco (April).

Department of Research, Planning, & Development. (1989). *Fact book. January, 1989.* Milwaukee, WI: Milwaukee Area Technical College.

Department of Research, Planning, & Development. (1988a). *Basic skills student tracking control group 1 semester 1, 1986/87, four semesters later: semester 1, 1988-89 (preliminary draft).* Milwaukee, WI: Milwaukee Area Technical College.

Department of Research, Planning, & Development. (1988b). *MATC student retention program grade distribution by course, semesters 1 & 2 1985-86, 1986-87, and 1987-88.* Milwaukee, WI: Milwaukee Area Technical College.

Doan, H. M. et al. (1986). *Student retention: a longitudinal study tracking first-time students at an urban multi-campus community college.* Paper presented at the Annual Forum of the Association for Institutional Research (Orlando, FL, June 21-25). (ERIC Document Reproduction Service No. ED 278 431).

Ewell, P. T. (1985). *Recruitment, retention and flow: a comprehensive approach to enrollment management research.* NCHEMS Monograph #7. Boulder, CO: National Center for Higher Education Management Systems.

Fowler, F. J. (1984). *Survey research methods.* Applied Social Research Methods Series, Vol. 1. Beverly Hills: Sage.

Friedlander, J. (1981). Why students drop courses. *Junior College Resource Review. (Jan.)* (ERIC Document Reproduction Service No. ED 196 505).

Keim, H. D. (1982). *A model for determining student attrition. Occupational education research project. Final report.* North Carolina State Dept.t of Community Colleges. (ERIC Document Reproduction Service No. ED 222 210).

Lenning, O. T. (1982) Variable-selection and measurement concerns. In E. R. Pascarella (Ed.) *Studying Student Attrition*. San Francisco, CA: Jossey-Bass.

Lenning, O. T., Beal, P. E., & Sauer, K. (1980). *Retention and attrition: evidence for action and research*. Boulder, CO: National Center for Higher Education Management Systems.

Nebraska Coordinating Commission for Postsecondary Education. (1978). Attrition in the state of Nebraska. *Recommendations for a statewide study of student attrition among Nebraska postsecondary educational institutions: issues, goals, research design, timetable and cost estimate*. Lincoln, NE. (ERIC Document Reproduction Service No. ED 160 015).

Pascarella, E. (1980). Student-faculty informal contact and college outcomes. *Academy of Management Journal*, *24*, 543-565.

Phillips, J. (1982). *Student attrition at the community college: the need for conceptual clarification*. Paper presented at the Annual Meeting of the Educational Research Association (New York, NY, March 19-23). (ERIC Document Reproduction Service No. ED 214 609).

Rootman, I. (1972). Voluntary withdrawal from a total adult socialization organization: a model. *Sociology of Education*, *45*, 258-270.

Sheldon, J. (1983). *Retention and attrition of students: a status report on institutional issues and implications*. Frederick, MD: Frederick Community College. (ERIC Document Reproduction Service No. ED 246 930).

Schiltz, M. E. (1988). Professional standards for survey research. *Research in Higher Education*, *38* (1), 67-75.

Spady, W. (1970). Dropouts from higher education: toward an empirical model. *Interchange*, *2*, 38-62.

Terenzini, P. T. (1987). Studying student attrition and retention. In J. A. Muffo & G. W. McLaughlin (Eds.) *A Primer on Institutional Research*. San Francisco, CA: Jossey-Bass.

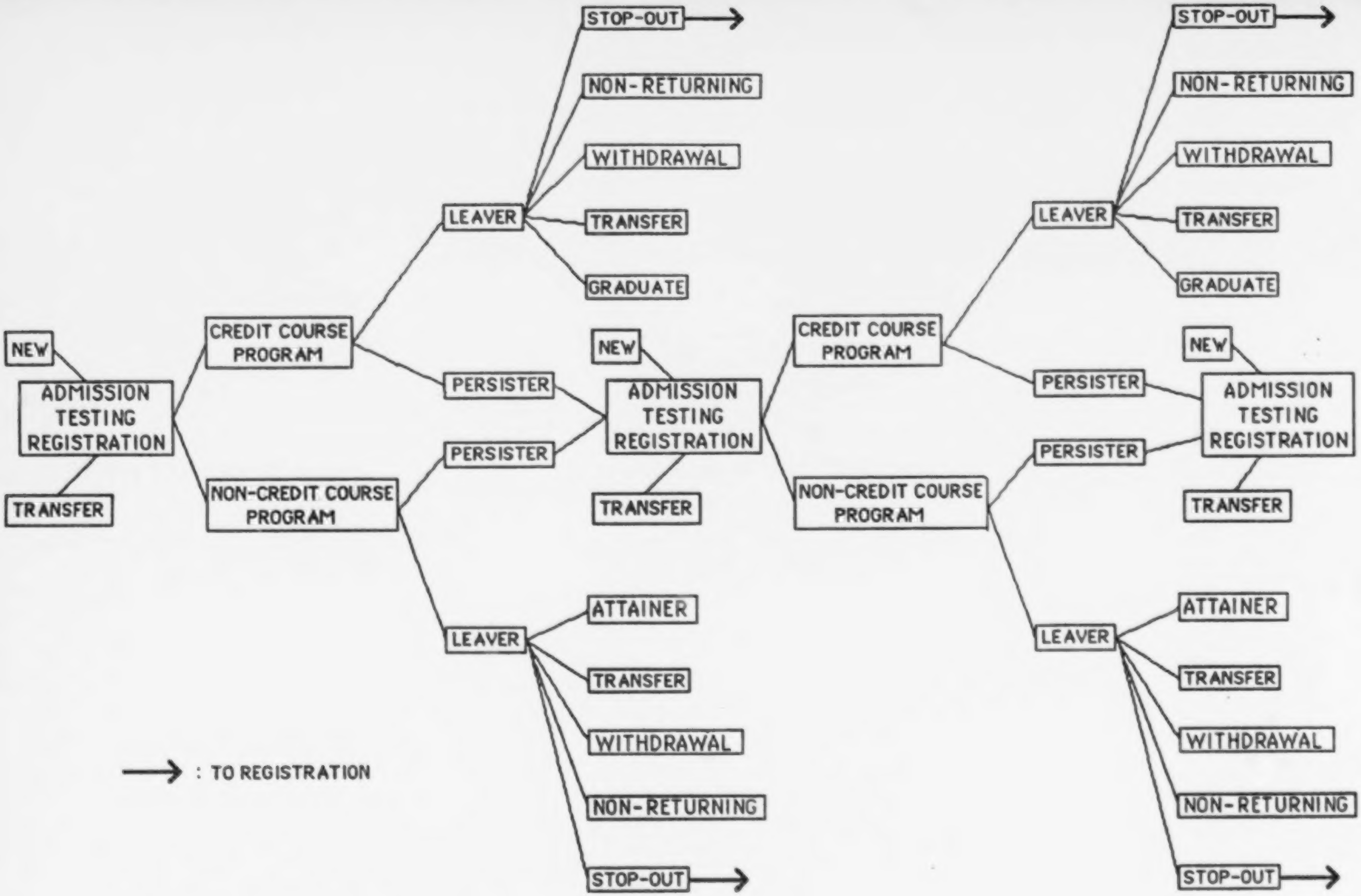
Terenzini, P. T. (1982). Designing attrition studies. In E. R. Pascarella (Ed.) *Studying Student Attrition*. San Francisco, CA: Jossey-Bass.

Tinto, V. (1975). Dropout from higher education: a theoretical synthesis of recent research. *Review of Educational Research*, *45*, 89-125.

Voorhees, R. (1986). *Toward building models of community college persistence: a log-linear analysis*. Paper presented at the Annual Forum of the Association for Institutional Research (26th Orlando, FL June 22-25). (ERIC Document Reproduction Service No. ED 280 428).

Walleri, R. D. (1981). *Student retention and attrition in the community college: a review and research design*. (ERIC Document Reproduction Service No. ED 210 064).

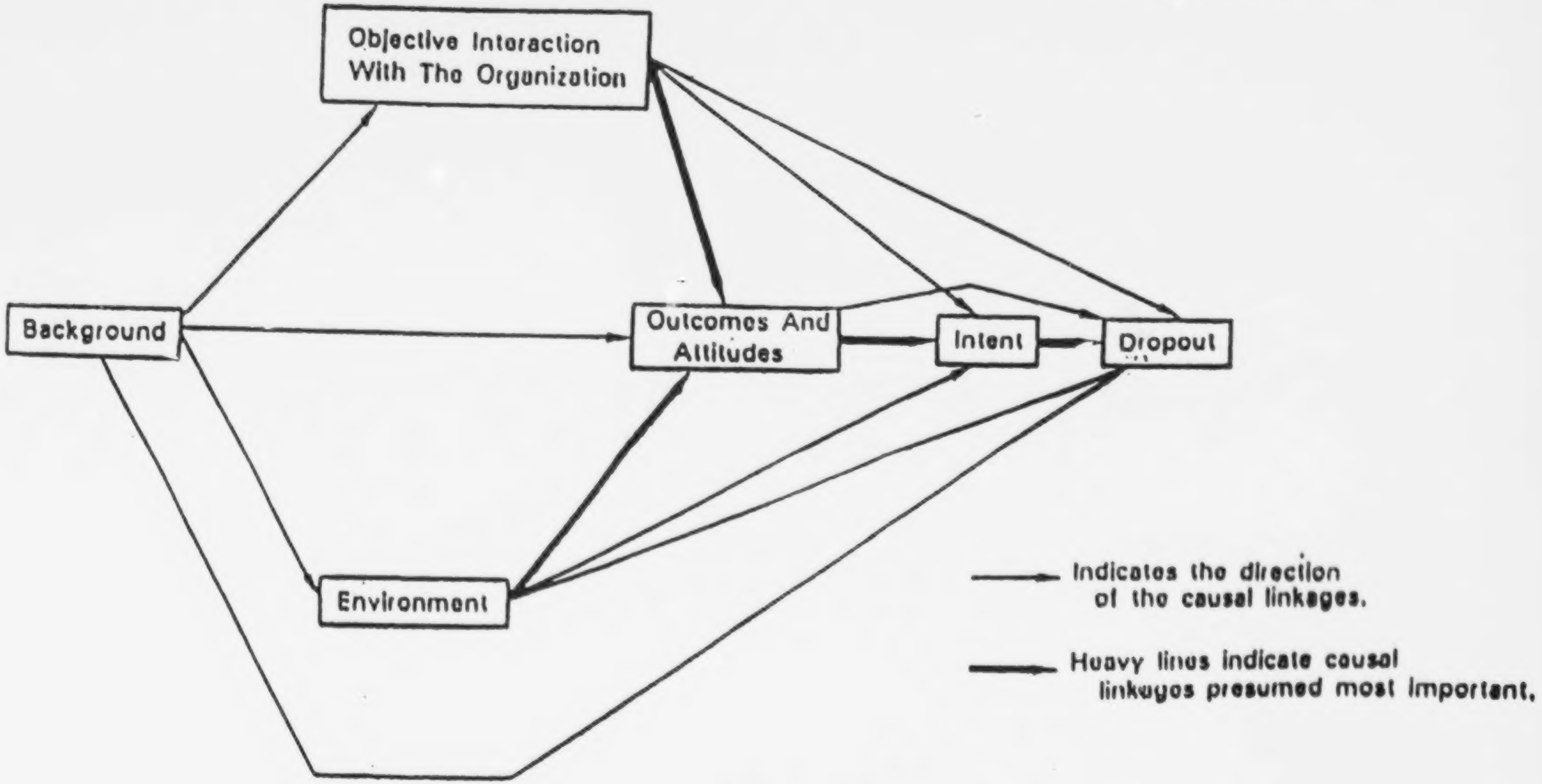
APPENDIX A


STOP-OUT
NON-RETURNING
WITHDRAWAL
LEAVER
TRANSFER
GRADUATE
NEW
CREDIT COURSE PROGRAM
ADMISSION TESTING REGISTRATION
PERSISTER
PERSISTER
NON-CREDIT COURSE PROGRAM
TRANSFER
LEAVER
ATTAINER
TRANSFER
WITHDRAWAL
NON-RETURNING
STOP-OUT
→ : TO REGISTRATION

MATC STUDENT'S PROGRESS FLOW CHART

APPENDIX B

A Synthetic Causal Model of Student Attrition


Objective Interaction With The Organization
Background
Outcomes And Attitudes
Intent
Dropout
Environment
Indicates the direction of the causal linkages.
Heavy lines indicate causal linkages presumed most important.

Source: Bean, J. (1982). Conceptual model of student attrition: how theory can help the institutional researcher. In Ernest T. Pascarella (Ed.) Studying Student Attrition, Vol IX (4), New Directions for Institutional Research Series. San Francisco: Jossey-Bass.

APPENDIX C

SAL DATABASE ELEMENT CATEGORIES

DEMOGRAPHICS (Social and Economic Status)

- Student Identification
    - Social Security Number
    - Confidential Code
- Name
    - Last
    - First
    - Middle Initial
- Local Address
    - Street
    - City
    - State
    - Zip
- County
- Telephone
    - Home
    - Work
- Date of Birth
- Years of Age
- Citizenship
- Gender
- Ethnic Background
- Marital Status
- Financial Aid Sponsor
- Contact Person
    - Name
    - Address
    - Phone
    - Relationship
- Veteran
- Employment Information
    - Job Title
    - Employer's Name
    - Employer's Address
    - Working Hours per Week
    - Wages/Salary
    - MATC Training & Job relationship
    - First Term Employment Hours
    - Next Term Employment Hours
    - Next Term Employment Plans
    - Future Employment Plans
- Tuition Reimbursement by Employer
- Help needed
    - Financial
    - Employment
    - Counseling
    - Learning Skills
    - Health
    - Disability
    - Child Care
    - Personal Concerns
- English 1st Language
- Physical Disability

PERSONAL (Opinions, Reasons)

- Attending MATC
    - 7 Reasons
    - Most Important Reason
- Leaving MATC
    - 17 Reasons
    - Most Important Reason
- Transferring to Other College
    - 15 Reasons
    - Most Important Reason
    - 15 Selection Factors
    - Most Important Selection Factor
- MATC Training Relevance to
    - Career Goals
    - Job Hunting
    - Job Performance
    - Job Enrichment
    - Job Advancement
    - Educational Goals
    - Professional Development
    - Personal Growth
    - Personal Enjoyment

INSTITUTIONAL (Institutional Factors, Student Services)

Institutional Factors
- Admission Requirements
- Testing Procedures
- Registration Process
- Fee Payment & Billing
- Classroom Facilities
- Laboratory/Shop Facilities
- Athletic Facilities
- Personal Study Areas
- Racial Harmony Climate
- Overall MATC's Climate
- Instructors' Attitudes Toward Students
- Staff's Attitudes Toward Students
- Policy-Making Involvement
- Cultural Activities Participation
- Sport Activities Participation
- Instructors' Grading Practices
- Instructors' Out-of-Class Availability
- Counselors' Availability
- Overall Quality of Instruction
- Major Curriculum Content
- Class Size
- Course Variety
- Course Selection Flexibility
- Relevance of Training to Employment
- Catalog/Publications Accuracy
- Academic Calendar
- Student's Conduct Code
- Academic Probation/Suspension Policies
- Financial Aid Availability

Support Services
- Admission
- Registration
- Testing
- Career Planning
- College Orientation
- Guidance
- Counseling
- Academic Advising
- Tutoring
- Athletics
- Cultural Programs
- Academic Support Center
- Financial Aid
- Family & Women's Resource Center
- Business Office
- Hearing/Learning/Visually Impaired
- Student Senate
- Student Organizations
- Veteran Services
- Child Care
- Student Center
- Bookstore
- Library
- Campus Employment
- Health Services
- Cafeteria

ACADEMIC (Educational Planning, Educational Background, Learning Outcomes)

High School
- Name of Last Attended
- GPA
- Certificate Type

Highest Schooling Year

Postsecondary Experience
- Earned Credits
- Highest Degree

First Term Enrollment Plans
- Credit Hours
- Grade Expectations
- Term
- Time

First Term Enrollment
- Credit Attempted
- Credits Completed
- Enrollment Status
- Academic Status
- Term
- Time

Current Term Enrollment
- Credits Attempted
- Credits Completed
- Academic Status
- Enrollment Status
- Term Tracking Time
- Attending Time
- Course Type

Enrollment Plans
- Next Term
- Future

Career Goal

Educational Plans
- Major
- Amount of Education
- How Sure?

Campus Location
- Program
- Attendance

Educational Goal at MATC
- 4 Options (ASSET)
- 8 Options (Local)

Goal Completion Status
- Continuing
- Graduate
- Attainer
- Transfer
- Withdrawing
- Nonreturning
- Stop Out

Total Credits
- Attempted
- Completed

Credit Completion Rate

Average Course Load

- **International Students**
- **Job Placement**
- **Campus Security**
- **Housing**
- **Multicultural Affairs**
- **Student Newspaper**
- **Information**

GPA
- Term
- Total

Program

Transfer Plans
- 5 Options
- Institution Code
- Institution Name

ASSET Test Scores
- Numerical
- Reading
- Language

Cohort
- Year
- Term

Withdrawal Date
- Month
- Day
- Year

Graduation Date
- Expected
- Effective

Institutional Transfer
- Transcript Request Date
- Institution Type
- First Choice Name
- Second Choice Name
- Transfer Status

APPENDIX D

Milwaukee Area Technical College

WITHDRAWING STUDENT QUESTIONNAIRE

Dear MATC student: We value your opinion. Please, take a few minutes to answer the following questions. This information will be treated with strict confidentiality and will be used only for the improvement of MATC programs and services. Your cooperation is highly appreciated.

1 CURRENT EMPLOYMENT INFORMATION ***(PLEASE PRINT. IF NOT EMPLOYED, SKIP THIS QUESTION).***

Working hours per week ***(check one box ☑ only).*** ☐ *1 - 10* ☐ *11 - 15* ☐ *16 - 20* ☐ *21 - 30* ☐ *31 or more*

MATC training related to job ***(check one box ☑ only).*** ☐ *Very much* ☐ *Somewhat* ☐ *Not at all*

2 REASONS FOR LEAVING MATC ***(CHECK ☑ ALL THE REASONS THAT APPLY TO YOUR SITUATION).***

- ☐ *Changes in my educational plan/goals*
- ☐ *Found a job related to my MATC training*
- ☐ *Found a job unrelated to my MATC training*
- ☐ *Personal/family illness or injury*
- ☐ *Other personal/family cause*
- ☐ *Plan to attend another college*
- ☐ *Financial problems*
- ☐ *Course unrelated to my needs*
- ☐ *Course scheduling inconvenient*
- ☐ *Course grade problems*
- ☐ *Dissatisfaction with instructional quality*
- ☐ *Other reason* ______ (Specify)
- ☐ *Job conflict*
- ☐ *Transportation to MATC problems*
- ☐ *Moving to a new location*
- ☐ *Child care problems*
- ☐ *Lost interest in courses*

3 IF MORE THAN ONE REASON WAS CHECKED IN QUESTION 2 ABOVE, ***CIRCLE*** THERE THE CHECKED BOX ☑ CORRESPONDING TO *YOUR MOST IMPORTANT REASON* FOR LEAVING MATC.

4 FUTURE EDUCATIONAL PLANS ***(CHECK ONE BOX ☑ ONLY).***

- ☐ *Enroll at MATC next semester*
- ☐ *Return to MATC after next semester*
- ☐ *Enroll at another college*
- ☐ *Stop studying for a while*
- ☐ *Quit school forever*
- ☐ *Other* ______ (Specify)

5 FOR EVERY LISTED MATC ASPECT BELOW ***CHECK ☑ THE APPROPRIATE BOX,*** ACCORDING TO YOUR OWN EXPERIENCE

EXPERIENCE

Very Satisfied	Satisfied	Unsatisfied	Do Not Know	
☐	☐	☐	☐	Admission requirements
☐	☐	☐	☐	Testing procedures
☐	☐	☐	☐	Registration process
☐	☐	☐	☐	Fee payment and billing
☐	☐	☐	☐	Classroom facilities
☐	☐	☐	☐	Laboratory/shop facilities
☐	☐	☐	☐	Athletic facilities
☐	☐	☐	☐	Personal study areas
☐	☐	☐	☐	Racial harmony climate
☐	☐	☐	☐	Overall MATC climate
☐	☐	☐	☐	Instructors' attitudes toward students
☐	☐	☐	☐	Noninstructional Staff's Attitude to Stud.
☐	☐	☐	☐	Student involvement in MATC's policymaking
☐	☐	☐	☐	Student participation in cultural activities
☐	☐	☐	☐	Student participation in sports activities

Very satisfied	*Satisfied*	*Dissatisfied*	*Do not know*	
☐	☐	☐	☐	Instructors' grading practices
☐	☐	☐	☐	Instructors' out-of-class availability
☐	☐	☐	☐	Counselors' availability
☐	☐	☐	☐	Overall quality of instruction
☐	☐	☐	☐	Curriculum content in major area of study
☐	☐	☐	☐	Class size in major area of study
☐	☐	☐	☐	Course variety in major area of study
☐	☐	☐	☐	Course selection flexibility
☐	☐	☐	☐	Relevance of MATC training to employment
☐	☐	☐	☐	Accuracy of MATC catalog/publications
☐	☐	☐	☐	Academic calendar
☐	☐	☐	☐	Student's conduct code
☐	☐	☐	☐	Academic Probation/suspension policies
☐	☐	☐	☐	Financial aid availability
☐	☐	☐	☐	Other ______ (Specify)

---

6 FOR EVERY LISTED MATC SERVICE BELOW ***CHECK*** ☑ ***THE APPROPRIATE BOX***, ACCORDING TO YOUR KNOWLEDGE AND USAGE OF THE SERVICE.

Used the service and was Satisfied by it	Used the service but was not satisfied with it	Knew about the service but did not use it.	Did not know about the service	
☐	☐	☐	☐	Admission
☐	☐	☐	☐	Registration
☐	☐	☐	☐	Testing
☐	☐	☐	☐	Career Planning
☐	☐	☐	☐	College Orientation
☐	☐	☐	☐	Guidance/Counseling
☐	☐	☐	☐	Academic Advising
☐	☐	☐	☐	Tutoring
☐	☐	☐	☐	Athletics
☐	☐	☐	☐	Cultural Programs
☐	☐	☐	☐	Financial Aid
☐	☐	☐	☐	Family and Women's Resource Center
☐	☐	☐	☐	Business Office
☐	☐	☐	☐	Hearing/Learning/Visually Impaired
☐	☐	☐	☐	Student Senate/Organizations

Used the service and was satisfied with it	Used the service and was not satisfied with it	Knew about the service but did not use it	Dis not know about the service	
☐	☐	☐	☐	Veteran Services
☐	☐	☐	☐	Child Care
☐	☐	☐	☐	Student Center
☐	☐	☐	☐	Bookstore
☐	☐	☐	☐	Library
☐	☐	☐	☐	Campus Employment
☐	☐	☐	☐	Health Services
☐	☐	☐	☐	Cafeteria
☐	☐	☐	☐	International Students
☐	☐	☐	☐	Job Placement
☐	☐	☐	☐	Campus Security
☐	☐	☐	☐	Housing
☐	☐	☐	☐	Multicultural Affairs
☐	☐	☐	☐	Student Newspaper
☐	☐	☐	☐	Other ______ (Specify)

Milwaukee Area Technical College
TRANSFERRING STUDENT SURVEY

Dear MATC transferring student: Please, take a few minutes to answer the following questions. This information will be treated with strict confidentiality and will be used only for the improvement of MATC programs and services. Your cooperation is highly appreciated.

1. CURRENT EMPLOYMENT INFORMATION ***(PLEASE PRINT. IF NOT EMPLOYED, SKIP THIS QUESTION).***

Working hours per week ***(check one box ☑ only).*** ☐ *1 - 10* ☐ *11 - 15* ☐ *16 - 20* ☐ *21 - 30* ☐ *31 or more*

MATC training related to job ***(check one box ☑ only).*** ☐ *Very much* ☐ *Somewhat* ☐ *Not at all*

2. NAME OF INSTITUTION TRANSFERRING TO ***(PLEASE PRINT).***

*First choice*____________________ *Second choice* ____________________

3. REASONS FOR TRANSFERRING ***(CHECK ☑ ALL THE REASONS THAT APPLY TO YOUR SITUATION).***

- ☐ *Study toward an advanced degree*
- ☐ *Financial problems*
- ☐ *Course scheduling inconvenient*
- ☐ *Course grade problems*
- ☐ *Dissatisfaction with instructional quality*
- ☐ *Completed my current program of study*
- ☐ *Job conflict*
- ☐ *Moving to a new location*
- ☐ *Child care problems*
- ☐ *Professional advancement opportunities*
- ☐ *Study toward a degree in a different field*
- ☐ *Transportation to MATC problems*
- ☐ *Personal concerns*
- ☐ *Other personal/family cause*
- ☐ *Other reason*________________ (Specify)

4. IF YOU CHECKED MORE THAN ONE REASON IN QUESTION 3 ABOVE, ***CIRCLE*** THERE THE CHECKED BOX ☑ CORRESPONDING TO *YOUR MOST IMPORTANT REASON* FOR TRANSFERRING TO OTHER INSTITUTION.

5. FACTORS INFLUENCING SELECTION OF COLLEGE TRANSFERRING TO ***(CHECK ☑ ALL THE FACTORS THAT APPLY TO YOUR SITUATION).***

- ☐ *Quality of educational programs*
- ☐ *Quality of instruction/research*
- ☐ *Personal interests*
- ☐ *Institution prestige*
- ☐ *Student body composition/size*
- ☐ *Relevance to career goals*
- ☐ *Financial concerns*
- ☐ *Classroom/laboratory facilities*
- ☐ *Location*
- ☐ *Quality of campus life*
- ☐ *Professional advancement opportunities*
- ☐ *Relevance to present job*
- ☐ *Personal referrals*
- ☐ *Quality of noninstructional services*
- ☐ *Other*________________ (Specify)

6. IF YOU CHECKED MORE THAN ONE FACTOR IN QUESTION 5 ABOVE, ***CIRCLE*** THERE THE CHECKED BOX ☑ CORRESPONDING TO *THE MOST IMPORTANT FACTOR* IN SELECTING ANOTHER INSTITUTION.

7. HIGHEST LEVEL OF EDUCATION PLANNED ***(CHECK ONE BOX ☑ ONLY).***

- ☐ *Classes only, no degree/certificate*
- ☐ *Associate degree*
- ☐ *Doctorate/professional degree*
- ☐ *Certificate*
- ☐ *Four-year degree*
- ☐ *Other*________________ (Specify)
- ☐ *One-year/two-year diploma*
- ☐ *Master's degree*

OVER, PLEASE
(MORE QUESTIONS ON THE OTHER SIDE)

8. **CHECK ☑ THE APPROPRIATE BOX,** ACCORDING TO HOW IMPORTANT YOUR MATC TRAINING IS FOR EVERY PERSONAL/PROFESSIONAL ASPECT LISTED BELOW.

Very important	*Important*	*Not important*	*Not applicable*	
☐	☐	☐	☐	Career goals
☐	☐	☐	☐	Job hunting
☐	☐	☐	☐	Job performance
☐	☐	☐	☐	Job enrichment
☐	☐	☐	☐	Job advancement

Very important	*Important*	*Not important*	*Not applicable*	
☐	☐	☐	☐	Educational goals
☐	☐	☐	☐	Professional development
☐	☐	☐	☐	Personal growth
☐	☐	☐	☐	Personal enjoyment
☐	☐	☐	☐	Other ________________ (Specify)

9. FOR EVERY LISTED MATC ASPECT BELOW **CHECK ☑ THE APPROPRIATE BOX,** ACCORDING TO YOUR OWN EXPERIENCE.

Very satisfied	*Satisfied*	*Dissatisfied*	*Do not know*	
☐	☐	☐	☐	Admission requirements
☐	☐	☐	☐	Testing procedures
☐	☐	☐	☐	Registration process
☐	☐	☐	☐	Fee payment and billing
☐	☐	☐	☐	Classroom facilities
☐	☐	☐	☐	Laboratory/shop facilities
☐	☐	☐	☐	Athletic facilities
☐	☐	☐	☐	Personal study areas
☐	☐	☐	☐	Racial harmony climate
☐	☐	☐	☐	Overall MATC climate
☐	☐	☐	☐	Instructors' attitudes toward students
☐	☐	☐	☐	Noninstructional staff's attitudes toward students
☐	☐	☐	☐	Student involvement in MATC's policymaking
☐	☐	☐	☐	Student participation in cultural activities
☐	☐	☐	☐	Student participation in sports activities

Very satisfied	*Satisfied*	*Dissatisfied*	*Do not know*	
☐	☐	☐	☐	Instructors' grading practices
☐	☐	☐	☐	Instructors' out-of-class availability
☐	☐	☐	☐	Counselors' availability
☐	☐	☐	☐	Overall quality of instruction
☐	☐	☐	☐	Curriculum content in major area of study
☐	☐	☐	☐	Class size in major area of study
☐	☐	☐	☐	Course variety in major area of study
☐	☐	☐	☐	Course selection flexibility
☐	☐	☐	☐	Relevance of MATC training to employment
☐	☐	☐	☐	Accuracy of MATC catalog/publications
☐	☐	☐	☐	Academic calendar
☐	☐	☐	☐	Students' conduct code
☐	☐	☐	☐	Academic probation/suspension policies
☐	☐	☐	☐	Financial aid availability
☐	☐	☐	☐	Other ________________ (Specify)

10. FOR EVERY LISTED MATC SERVICE BELOW **CHECK ☑ THE APPROPRIATE BOX,** ACCORDING TO YOUR KNOWLEDGE AND USAGE OF THE SERVICE.

Used the service and was satisfied with it	*Used the service but was not satisfied with it*	*Knew about the service but did not use it*	*Did not know about the service*	
☐	☐	☐	☐	Admission
☐	☐	☐	☐	Registration
☐	☐	☐	☐	Testing
☐	☐	☐	☐	Career Planning
☐	☐	☐	☐	College Orientation
☐	☐	☐	☐	Guidance/Counseling
☐	☐	☐	☐	Academic Advising
☐	☐	☐	☐	Tutoring
☐	☐	☐	☐	Athletics
☐	☐	☐	☐	Cultural Programs
☐	☐	☐	☐	Financial Aid
☐	☐	☐	☐	Family and Women's Resource Center
☐	☐	☐	☐	Business Office
☐	☐	☐	☐	Hearing/Learning/Visually Impaired
☐	☐	☐	☐	Student Senate/Organizations

Used the service and was satisfied with it	*Used the service but was not satisfied with it*	*Knew about the service but did not use it*	*Did not know about the service*	
☐	☐	☐	☐	Veteran Services
☐	☐	☐	☐	Child Care
☐	☐	☐	☐	Student Center
☐	☐	☐	☐	Bookstore
☐	☐	☐	☐	Library
☐	☐	☐	☐	Campus Employment
☐	☐	☐	☐	Health Services
☐	☐	☐	☐	Cafeteria
☐	☐	☐	☐	International Students
☐	☐	☐	☐	Job Placement
☐	☐	☐	☐	Campus Security
☐	☐	☐	☐	Housing
☐	☐	☐	☐	Multicultural Affairs
☐	☐	☐	☐	Student Newspaper
☐	☐	☐	☐	Other ________________ (Specify)

Milwaukee Area Technical College
SURVEY OF FORMER STUDENTS

Dear former MATC student: Please take a few minutes to answer the following questions. This information will be treated with strict confidentiality and will be used only for the improvement of MATC programs and services. Your cooperation is highly appreciated.

1. CURRENT EMPLOYMENT INFORMATION ***(PLEASE PRINT. IF NOT EMPLOYED, SKIP THIS QUESTION).***

Working hours per week ***(check one box ☑ only).*** ☐ *1 - 10* ☐ *11 - 15* ☐ *16 - 20* ☐ *21 - 30* ☐ *31 or more*

MATC training related to job ***(check one box ☑ only).*** ☐ *Very much* ☐ *Somewhat* ☐ *Not at all*

2. REASONS FOR LEAVING MATC ***(CHECK ☑ ALL THE REASONS THAT APPLY TO YOUR SITUATION).***

- ☐ *Changes in my educational plan/goals*
- ☐ *Found a job related to my MATC training*
- ☐ *Found a job unrelated to my MATC training*
- ☐ *Personal/family illness or injury*
- ☐ *Other personal/family cause*
- ☐ *Plan to attend another college*
- ☐ *Financial problems*
- ☐ *Course unrelated to my needs*
- ☐ *Course scheduling inconvenient*
- ☐ *Course grade problems*
- ☐ *Dissatisfaction with instructional quality*
- ☐ *Other reason*________________ (Specify)
- ☐ *Job conflict*
- ☐ *Transportation to MATC problems*
- ☐ *Moving to a new location*
- ☐ *Child care problems*
- ☐ *Lost interest in courses*

3. IF MORE THAN ONE REASON WAS CHECKED IN QUESTION 2 ABOVE, ***CIRCLE*** THERE THE CHECKED BOX (☑) CORRESPONDING TO *YOUR MOST IMPORTANT REASON* FOR LEAVING MATC.

4. FUTURE EDUCATIONAL PLANS ***(CHECK ONE BOX ☑ ONLY).***

- ☐ *Enroll at MATC next semester*
- ☐ *Return to MATC after next semester*
- ☐ *Enroll at another college*
- ☐ *Stop studying for a while*
- ☐ *Quit school forever*
- ☐ *Other* ________________ (Specify)

5. FOR EVERY LISTED MATC ASPECT BELOW ***CHECK ☑ THE APPROPRIATE BOX***, ACCORDING TO YOUR OWN EXPERIENCE.

Very satisfied	*Satisfied*	*Dissatisfied*	*Do not know*	
☐	☐	☐	☐	Admission requirements
☐	☐	☐	☐	Testing procedures
☐	☐	☐	☐	Registration process
☐	☐	☐	☐	Fee payment and billing
☐	☐	☐	☐	Classroom facilities
☐	☐	☐	☐	Laboratory/shop facilities
☐	☐	☐	☐	Athletic facilities
☐	☐	☐	☐	Personal study areas
☐	☐	☐	☐	Racial harmony climate
☐	☐	☐	☐	Overall MATC climate
☐	☐	☐	☐	Instructors' attitudes toward students
☐	☐	☐	☐	Noninstructional staff's attitudes toward students
☐	☐	☐	☐	Student involvement in MATC's policymaking
☐	☐	☐	☐	Student participation in cultural activities
☐	☐	☐	☐	Student participation in sports activities

Very satisfied	*Satisfied*	*Dissatisfied*	*Do not know*	
☐	☐	☐	☐	Instructors' grading practices
☐	☐	☐	☐	Instructors' out-of-class availability
☐	☐	☐	☐	Counselors' availability
☐	☐	☐	☐	Overall quality of instruction
☐	☐	☐	☐	Curriculum content in major area of study
☐	☐	☐	☐	Class size in major area of study
☐	☐	☐	☐	Course variety in major area of study
☐	☐	☐	☐	Course selection flexibility
☐	☐	☐	☐	Relevance of MATC training to employment
☐	☐	☐	☐	Accuracy of MATC catalog/publications
☐	☐	☐	☐	Academic calendar
☐	☐	☐	☐	Students' conduct code
☐	☐	☐	☐	Academic probation/suspension policies
☐	☐	☐	☐	Financial aid availability
☐	☐	☐	☐	Other ________________ (Specify)

6. FOR EVERY LISTED MATC SERVICE BELOW ***CHECK ☑ THE APPROPRIATE BOX***, ACCORDING TO YOUR KNOWLEDGE AND USAGE OF THE SERVICE.

Used the service and was satisfied with it	*Used the service but was not satisfied with it*	*Knew about the service but did not use it*	*Did not know about the service*	
☐	☐	☐	☐	Admission
☐	☐	☐	☐	Registration
☐	☐	☐	☐	Testing
☐	☐	☐	☐	Career Planning
☐	☐	☐	☐	College Orientation
☐	☐	☐	☐	Guidance/Counseling
☐	☐	☐	☐	Academic Advising
☐	☐	☐	☐	Tutoring
☐	☐	☐	☐	Athletics
☐	☐	☐	☐	Cultural Programs
☐	☐	☐	☐	Financial Aid
☐	☐	☐	☐	Family and Women's Resource Center
☐	☐	☐	☐	Business Office
☐	☐	☐	☐	Hearing/Learning/Visually Impaired
☐	☐	☐	☐	Student Senate/Organizations

Used the service and was satisfied with it	*Used the service but was not satisfied with it*	*Knew about the service but did not use it*	*Did not know about the service*	
☐	☐	☐	☐	Veteran Services
☐	☐	☐	☐	Child Care
☐	☐	☐	☐	Student Center
☐	☐	☐	☐	Bookstore
☐	☐	☐	☐	Library
☐	☐	☐	☐	Campus Employment
☐	☐	☐	☐	Health Services
☐	☐	☐	☐	Cafeteria
☐	☐	☐	☐	International Students
☐	☐	☐	☐	Job Placement
☐	☐	☐	☐	Campus Security
☐	☐	☐	☐	Housing
☐	☐	☐	☐	Multicultural Affairs
☐	☐	☐	☐	Student Newspaper
☐	☐	☐	☐	Other________________ (Specify)

Milwaukee Area Technical College
GRADUATING STUDENT SURVEY

Dear MATC graduating student: Please, take a few minutes to answer the following questions. This information will be treated with strict confidentiality and will be used only for the improvement of MATC programs and services. Your cooperation is highly appreciated.

1. CURRENT EMPLOYMENT INFORMATION ***(PLEASE PRINT. IF NOT EMPLOYED, SKIP THIS QUESTION).***

Working hours per week ***(check one box ☑ only).*** ☐ *1 - 10* ☐ *11 - 15* ☐ *16 - 20* ☐ *21 - 30* ☐ *31 or more*

MATC training related to job ***(check one box ☑ only).*** ☐ *Very much* ☐ *Somewhat* ☐ *Not at all*

2. FUTURE EMPLOYMENT PLANS ***(CHECK ONE BOX ☑ ONLY).***

- ☐ *Continue working in my current job/business*
- ☐ *Start my own business*
- ☐ *Just obtained a new job*
- ☐ *No employment plans so far*
- ☐ *Currently looking for a job*
- ☐ *Other*____________________ (Specify)

3. FUTURE EDUCATIONAL PLANS ***(CHECK ONE BOX ☑ ONLY).***

- ☐ *Enroll at MATC next semester*
- ☐ *Return to MATC after next semester*
- ☐ *Enroll at another college*
- ☐ *Stop studying for a while*
- ☐ *Quit school forever*
- ☐ *Other*____________________ (Specify)

4. ***CHECK ☑ THE APPROPRIATE BOX,*** ACCORDING TO HOW IMPORTANT YOUR MATC TRAINING IS FOR EVERY PERSONAL/PROFESSIONAL ASPECT LISTED BELOW.

Very important	*Important*	*Not important*	*Not applicable*		*Very important*	*Important*	*Not important*	*Not applicable*	
☐	☐	☐	☐	Career goals	☐	☐	☐	☐	Educational goals
☐	☐	☐	☐	Job hunting	☐	☐	☐	☐	Professional development
☐	☐	☐	☐	Job performance	☐	☐	☐	☐	Personal growth
☐	☐	☐	☐	Job enrichment	☐	☐	☐	☐	Personal enjoyment
☐	☐	☐	☐	Job advancement	☐	☐	☐	☐	Other____________ (Specify)

OVER, PLEASE
(MORE QUESTIONS ON THE OTHER SIDE)

5. FOR EVERY LISTED MATC ASPECT BELOW, ***CHECK ☑ THE APPROPRIATE BOX,*** ACCORDING TO YOUR OWN EXPERIENCE.

Very satisfied	*Satisfied*	*Dissatisfied*	*Do not know*	
☐	☐	☐	☐	Admission requirements
☐	☐	☐	☐	Testing procedures
☐	☐	☐	☐	Registration process
☐	☐	☐	☐	Fee payment and billing
☐	☐	☐	☐	Classroom facilities
☐	☐	☐	☐	Laboratory/shop facilities
☐	☐	☐	☐	Athletic facilities
☐	☐	☐	☐	Personal study areas
☐	☐	☐	☐	Racial harmony climate
☐	☐	☐	☐	Overall MATC climate
☐	☐	☐	☐	Instructors' attitudes toward students
☐	☐	☐	☐	Noninstructional staff's attitudes toward students
☐	☐	☐	☐	Student involvement in MATC's policymaking
☐	☐	☐	☐	Student participation in cultural activities
☐	☐	☐	☐	Student participation in sports activities

Very satisfied	*Satisfied*	*Dissatisfied*	*Do not know*	
☐	☐	☐	☐	Instructors' grading practices
☐	☐	☐	☐	Instructors' out-of-class availability
☐	☐	☐	☐	Counselors' availability
☐	☐	☐	☐	Overall quality of instruction
☐	☐	☐	☐	Curriculum content in major area of study
☐	☐	☐	☐	Class size in major area of study
☐	☐	☐	☐	Course variety in major area of study
☐	☐	☐	☐	Course selection flexibility
☐	☐	☐	☐	Relevance of MATC training to employment
☐	☐	☐	☐	Accuracy of MATC catalog/publications
☐	☐	☐	☐	Academic calendar
☐	☐	☐	☐	Students' conduct code
☐	☐	☐	☐	Academic probation/suspension policies
☐	☐	☐	☐	Financial aid availability
☐	☐	☐	☐	Other________________ (Specify)

6. FOR EVERY LISTED MATC SERVICE BELOW ***CHECK ☑ THE APPROPRIATE BOX,*** ACCORDING TO YOUR KNOWLEDGE AND USAGE OF THE SERVICE.

Used the service and was satisfied with it	*Used the service but was not satisfied with it*	*Knew about the service but did not use it*	*Did not know about the service*	
☐	☐	☐	☐	Admission
☐	☐	☐	☐	Registration
☐	☐	☐	☐	Testing
☐	☐	☐	☐	Career Planning
☐	☐	☐	☐	College Orientation
☐	☐	☐	☐	Guidance/Counseling
☐	☐	☐	☐	Academic Advising
☐	☐	☐	☐	Tutoring
☐	☐	☐	☐	Athletics
☐	☐	☐	☐	Cultural Programs
☐	☐	☐	☐	Financial Aid
☐	☐	☐	☐	Family and Women's Resource Center
☐	☐	☐	☐	Business Office
☐	☐	☐	☐	Hearing/Learning/Visually Impaired
☐	☐	☐	☐	Student Senate/Organizations

Used the service and was satisfied with it	*Used the service but was not satisfied with it*	*Knew about the service but did not use it*	*Did not know about the service*	
☐	☐	☐	☐	Veteran Services
☐	☐	☐	☐	Child Care
☐	☐	☐	☐	Student Center
☐	☐	☐	☐	Bookstore
☐	☐	☐	☐	Library
☐	☐	☐	☐	Campus Employment
☐	☐	☐	☐	Health Services
☐	☐	☐	☐	Cafeteria
☐	☐	☐	☐	International Students
☐	☐	☐	☐	Job Placement
☐	☐	☐	☐	Campus Security
☐	☐	☐	☐	Housing
☐	☐	☐	☐	Multicultural Affairs
☐	☐	☐	☐	Student Newspaper
☐	☐	☐	☐	Other________________ (Specify)

7. CLOSEST RELATIVE OR FRIEND WHO DOES NOT LIVE AT YOUR HOME ADDRESS ***(PLEASE PRINT).***

Name ________________________________ ***Relationship*** ________________

Address ________________________________ ***Phone*** ________________
Street City State Zip

APPENDIX E

ABSS Educational Planning Form
BACKGROUND AND PLANS SUMMARY

Keep the gold copy of this form with you during your attendance at the institution.

Today's date ___ ___ ___
Month Day Year

(Please print)

NAME OF CAMPUS ____________________

1. **NAME** ____________________
Last First MI

Address ____________________

City ________ State ________ ZIP Code ________

2. ____________________ Student/Social Security number

____ ________ Area code Telephone number

3. **DATE OF BIRTH** ___ ___ ___
Month Day Year

4. **IS ENGLISH YOUR FIRST (PRIMARY) LANGUAGE?** ☐ 1. Yes ☐ 2. No

5. **SEX** ☐ 1. Male ☐ 2. Female

6. **ARE YOU A VETERAN?** ☐ 1. Yes ☐ 2. On active duty ☐ 3. No

7. **ETHNIC BACKGROUND**
- ☐ 1. Black/Afro-American
- ☐ 2. American Indian/Alaskan Native
- ☐ 3. White/Caucasian
- ☐ 4. Mexican American/Chicano
- ☐ 5. Asian/Pacific Islander
- ☐ 6. Puerto Rican/Cuban/Other Hispanic
- ☐ 7. Filipino
- ☐ 8. Other
- ☐ 9. Prefer not to respond

8. **TYPE OF HIGH SCHOOL CERTIFICATE**
- ☐ 1. High school diploma ___ Year
- ☐ 2. GED
- ☐ 3. Proficiency exam
- ☐ 4. Certificate of completion
- ☐ 5. Foreign secondary
- ☐ 6. Not a high school graduate
- ☐ 7. Still in high school

____
Name of high school City State H.S. code (see list)

9. **CREDITS EARNED AFTER HIGH SCHOOL**

___ Quarter credits ___ Semester credits

10. **HIGHEST DEGREE/CERTIFICATE EARNED AFTER HIGH SCHOOL**
- ☐ 1. Have not attended
- ☐ 2. Some credits/courses
- ☐ 3. Certificate or diploma
- ☐ 4. Associate degree
- ☐ 5. Bachelor's degree
- ☐ 6. Master's degree or beyond
- ☐ 7. Other ________

____
Last school attended after high school City State Institution code (see list)

11. **OVERALL HIGH SCHOOL GRADE POINT AVERAGE**
- ☐ 1. A- to A (3.5-4.0)
- ☐ 2. B to A- (3.0-3.4)
- ☐ 3. B- to B (2.5-2.9)
- ☐ 4. C to B- (2.0-2.4)
- ☐ 5. C- to C (1.5-1.9)
- ☐ 6. D to C- (1.0-1.4)
- ☐ 7. D- to D (0.5-0.9)

13. **ENROLLMENT PLAN**

Term	Year	Time	Credits planned first term
☐ 1. Fall	19__	☐ 1. Day	___
☐ 2. Winter		☐ 2. Evening	
☐ 3. Spring		☐ 3. Day and evening	
☐ 4. Summer I			
☐ 5. Summer II			

14. **CAREER GOAL** ____________________ ___
Type of work or name of occupation Career code (see list)

How sure are you of your choice in number 14?
☐ 1. Very sure ☐ 2. Fairly sure ☐ 3. Not sure

15. **INTEREST REGION** (from ACT, CPP, VIESA, DISCOVER) ___

16. **EDUCATIONAL MAJOR OR PROGRAM** ____________________ ___
Name of first choice Program code (see list)

How sure are you of your choice in number 16?
☐ 1. Very sure ☐ 2. Fairly sure ☐ 3. Not sure

17. **EMPLOYMENT HOURS PLANNED PER WEEK WHILE ENROLLED**
- ☐ 1. None
- ☐ 2. 1-10
- ☐ 3. 11-15
- ☐ 4. 16-20
- ☐ 5. 21-30
- ☐ 6. 31 or more

18. **AMOUNT OF EDUCATION PLANNED**
- ☐ 1. Classes only; no certificate or degree
- ☐ 2. One- to two-year certificate or diploma program
- ☐ 3. Two-year college degree
- ☐ 4. Four-year college degree
- ☐ 5. Graduate or professional study beyond four-year degree

19. **CONSIDERING TRANSFER TO ANOTHER SCHOOL LATER?**
- ☐ 1. Two-year college
- ☐ 2. Four-year college/university
- ☐ 3. Other type of institution
- ☐ 4. Not planning to transfer
- ☐ 5. Undecided about transfer

____
Name of institution being considered City State Institution code (see list)

20. **MOST IMPORTANT REASON FOR ATTENDING THIS TERM**
- ☐ 1. Learn skills to get a new job
- ☐ 2. Learn skills to advance in job
- ☐ 3. Transfer to four-year college
- ☐ 4. Satisfy general education requirements
- ☐ 5. Improve basic skills in English, reading, or math
- ☐ 6. Take courses for personal interest
- ☐ 7. Other

21. **PLAN TO EARN CERTIFICATE OR TWO-YEAR DEGREE?**
- ☐ 1. Yes, two-year degree
- ☐ 2. Yes, certificate or diploma
- ☐ 3. Undecided
- ☐ 4. No

12. COURSES COMPLETED AND GRADES EARNED

	High School		After High School	
	# of years studied	Last grade received	# of years studied	Last grade received
1 English	____	____	____	____
2 Business Math	____	____	____	____
3 Algebra	____	____	____	____
4 Calculus	____	____	____	____
5 Science	____	____	____	____
6 Foreign Language	____	____	____	____
7 Computer Skills	____	____	____	____
8 Vocational Skills	____	____	____	____

22. WOULD LIKE HELP WITH

Yes	Maybe	No		Yes	Maybe	No	
☐	☐	☐	1 Financial aid	☐	☐	☐	9 Personal concerns
☐	☐	☐	2 Finding work	☐	☐	☐	10 Learning disability
☐	☐	☐	3 Learning English	☐	☐	☐	11 Physical disability
☐	☐	☐	4 Reading skills	☐	☐	☐	12 Health problem
☐	☐	☐	5 Study skills	☐	☐	☐	13 Commuter information
☐	☐	☐	6 Writing skills	☐	☐	☐	14 Work experience credit
☐	☐	☐	7 Math skills	☐	☐	☐	15 Day care information
☐	☐	☐	8 Choosing major/career	☐	☐	☐	16 ____________

23. GRADES EXPECTED FIRST TERM

- ☐ 1. A- to A (3.5-4.0)
- ☐ 2. B to A- (3.0-3.4)
- ☐ 3. B- to B (2.5-2.9)
- ☐ 4 C to B (2.0-2.4)
- ☐ 5. C- to C (1.5-1.9)
- ☐ 6 D to C- (1.0-1.4)
- ☐ 7 D- to D (0.5-0.9)

24. RELEASE OF INFORMATION

☐ 1 Yes I hereby authorize release of this information (including assessment results)
☐ 2 No to other postsecondary institutions, so they may contact me about their educational programs and related opportunities.

____
Student's signature Date

25. COUNSELOR-ADVISOR

____
Name and code Telephone number

SKILLS ASSESSMENT SUMMARY

		Score Results
BASIC SKILLS	A Language Usage Skills	____
	B Reading Skills	____
	C Numerical Skills	____
	D Study Skills	____
ADVANCED SKILLS	E Elementary Algebra	____
	F Intermediate Algebra	____
	G College Algebra	____
	H Advanced Language Usage	____
CAREER SKILLS	J Clerical Speed Accuracy	____
	K Space Relations	____
	L Mechanical Reasoning	____
ADDITIONAL SKILLS	I ____________	____
	II ____________	____
	III ____________	____
	IV ____________	____
	V ____________	____

COURSE RECOMMENDATIONS

	Institution Recommendations		Student's Plan	
Area	Dept./Number	Course name	Dept./Number	Course name
English/Writing/Communications	____	____	____	____
Reading	____	____	____	____
Mathematics	____	____	____	____
Study Skills	____	____	____	____
Additional Courses	____	____	____	____
	____	____	____	____
	____	____	____	____

LOCAL ITEMS

	A	B	C	D	E
1.	☐	☐	☐	☐	☐
2.	☐	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐
4.	☐	☐	☐	☐	☐
5	☐	☐	☐	☐	☐
6.	☐	☐	☐	☐	☐
7.	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐
9.	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐

	A	B	C	D	E	F	G	H	I	J
11.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

13. |__|__|

14. |__|__|

© 1986 by The American College Testing Program. All rights reserved

WHITE—Institution CANARY—Institution PINK—Counselor-advisor GOLD—Student 1906/088

ERIC Clearinghouse for
Junior Colleges MAY 17 1990